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MARCH - 1954

Number 3

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# MODERN LANGUAGE JOURNAL



Published by

THE NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS ASSOCIATIONS

EDITORIAL OFFICE: University of Michigan, Ann Arbor, Michigan

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The National Federation of Modern Language Teachers Associations

# The Modern Language Journal

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# Retooling Retrospect

HERE is so much in Walter V. Kaulfer's article on "Retooling the Profession in the Light of Modern Research" with which one must agree, and it is put together with so much culinary art and served so appetizingly, that to take exception to it marks one almost as an ingrate. We can only echo his plea for a better-informed brotherhood and sisterhood, for better facilities, for adequate textbooks, for adult content, and for the other necessary means to make language-teaching a success. It is an argument friendly to our profession, but our gratitude for its good intent ought not blind us to the vein of reasoning which, as I see it, can mislead us and do us a harm that is certainly contrary to the aims of the author. Perhaps all that it needs is a clarification. If so, I hope that these criticisms will elicit it.

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I emphasize at the outset that my arguments are not intended to give comfort to those who operate on what Mr. Kaulfers elsewhere calls "the next three pages for tomorrow plan," or to those whose grammatical purview is confined to the norms of Classical Latin, or who believe that talking about is a substitute for talking.

1. The modern research that Mr. Kaulfers urges upon us (and he is right in doing so) is exclusively educationist research. Linguistic research is mentioned once (page 502), but not as contributing anything toward improvement in modern-language teaching. To dedicate the whole of research to educastics and none to linguistics is (I fall back on the author's comparison with the medical profession) like writing five chapters on the bedside manner and omitting the one on penicillin. The bedside manner is important. Systems of presentation are important. But when so much has recently been done, and so much remains to be done, in the mere framing up of the linguistic material that we are called upon to transmit, surely a major part of our attention should be turned to it. There is no right way of administering the wrong medicine. Let the doctor look to his kit at least as often as to his kilter.

2. The conclusions of this exclusively educationist research are almost exclusively negative. Let us look at the "implications of modern research" one by one. First, vocabulary: "No comparative study of methodology . . . has yielded differences of sufficient magnitude to warrant designation of a best method...." Negative. Second, reading: "the research reveals the impossibility of speaking in generalities about a 'best' method. . . . " Negative, although a single experiment is reported in which reading to learn, by purely incidental methods, is proved superior to systematic learning to read. Third, grammar: "investigations of the values of formal grammar consistently show that diagramming, parsing, syntactical analysis, nomenclature drill, and the recitation of conjugations and paradigms are of little or no value in improving an individual's own personal use of language. . . . " Negative. Fourth, frequency lists: "An adequate theory and methodology for estimating the frequency values of environmental words has not yet been developed"; more comment, but all mainly negative. Fifth, Investigation of Second-Language Teaching: post-war methodologies achieve the aims that they set out directly to achieve, but are not superior in automatically achieving other aims. Negative. Sixth, prognosis: "It is doubtful if any scientific movement in language education ever consumed so much time, effort, and attention with such uniformly disappointing results in application." Negative Seventh, transfer of training and mental discipline: "In the field of language, the weight of evidence shows that transfer is much less-and in many cases, almost non-existent-where it is relied upon most." Largely negative. Eighth, languages in childhood education: in all respects other than a certain flexibility toward speech

<sup>&</sup>lt;sup>1</sup> The Modern Language Journal, Vol. 35, No. 7, pp. 501–522, November, 1951. Where not otherwise explained, references are to this article. The book referred to is Modern Languages for Modern Schools, McGraw-Hill Book Co., New York, 1942, also by Mr. Kaulfers.

sounds, "children have shown no advantages over adults..." Negative. Ninth, bilingualism: "such data as are available have served more to reinforce preconceived assumptions than to clarify the problem." Negative.

The essential negativeness of the educationist findings is recognized by the author, who states that "Inasmuch as modern research in the field of language teaching demonstrates the limited effectiveness of practises now often used to the exclusion of more profitable procedures, a review of the findings is of little consequence apart from a consideration of promising alternatives." Yet it is exactly these promising alternatives proposed by the author—and in most of which I believe, as an act of faith!-that are untested by the research in whose light we are to retool. The trouble with research that proves alternatives A, B, C, and D to be wrong is that alternative E-something perhaps as fantastic as any of the cure-alls to date-can claim exemption until the research is done all over again. The researchers will have to do better than this before we can undertake much retooling; we need signs pointing which way to go, not merely signs warning us off.

3. Grammar has been criticized in a way that can only encourage those to whom, first, grammar is anathema, and, second, anathema is synonymous with language-learning. Mr. Kaulfers believes in sound linguistic research and its functional application2; but the emphasis in the present article is upon the uselessness of "formal grammar," which is presumably the vehicle of linguisticians, among others, as opposed to "layman's grammar," which, though without illustrations to prove it, is offered as something different.3 No linguistician (the guild prefers linguist) will agree with any such distinction, for he conceives it his office to describe linguistic facts comprehensibly as well as comprehensively. Nor will the public, given the emotion that has been whipped up about grammar, be likely to understand that the author has not intended to identify formal grammar with what it considers all grammar to be, and to condemn the lot of it. Our great need is not condemnation, but first a careful definition and second a vigorous defense of the proper function of grammar. What, for instance, is meant by "syntactical analysis"? If I say,

speaking of Spanish, that adjectives agree with their nouns, I am making a syntactic analysis. I may sneak it up on my students with a set of examples (from which they will or will not infer the desired fact), or I may throw it at them bodily, or I may word it more cutely; but as for the fact itself, I must either start with it, or come back to it, or both. Without it they cannot speak intelligibly nor understand what they hear and read. At this stage to add one more voice to the misguided ranting against grammar can do more harm than any amount of overzealous recitation of paradigms.

In his book (page 21; cp. also article page 509), Mr. Kaulfers uses a provocative but misleading analogy to show that grammar is overemphasized: "A person who, for some strange reason, has never seen an automobile or heard of one is not likely to be able to identify either by name or function any of the parts of the car, even were he to see them lying in neatly classified groups on the floor of a garage. It is doubtful, too, if one or two years of practice in naming the various parts of a car, and in fitting them together according to the directions of a textbook on automechanics, would enable him subsequently to drive more efficiently or safely...." The comparison is spurious because the terms are incommensurable. Were it a comparison between running an automobile and running a talking machine, we should be constrained to accept it, for in both cases one finds the same kind of automatism: to drive them, all you need do is manipulate a few levers. The speaker of a language, however, is not only the driver but is himself the machine. There is no automatism in his speaking process that he has not first built, slowly and painstakingly, into his habit systems. A child may accidentally start a car the first time in the driver's seat, but no child can accidentally set in motion the mechanisms of a language that it has not learned. Grammar is the description of those mechanisms and patterns of which,

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<sup>&</sup>lt;sup>2</sup> In his book he points out (p. 82) that the resources of general linguistics have not been sufficiently exploited, and among the activities that he proposes for our professional organizations (p. 432), research in current usage is mentioned first.

<sup>\*</sup> See also p. 91 of his book for an implied distinction between "grammatical" and "nongrammatical" grammar.

one way or another, the would-be speaker must become aware before he can speak other than as a parrot speaks. We can criticize the ways in which grammar is presented, but it is utter folly to criticize grammar itself or so to weight the arguments that grammar seems to be the target.

Before leaving the subject, I should like to clear up another misconception about the place of grammar in foreign-language teaching. Mr. Kaulfers writes as if its fuction there were the same as in teaching English to English-speaking natives when he quotes (p. 509) the editor of the Elementary English journal: "After all, in order to diagram a sentence, you have to know what it means, and if you know what it means, why diagram it?" The comparison is clever, but inapplicable. A native speaker has no need of diagramming (or any other analysis) in order to understand his own language; he may, though not intending to be a grammarian, profit from diagramming a sentence just as he might, though not intending to be a physiologist, profit from diagramming the alimentary canal—there is such a thing as intellectual curiosity, which a skilled teacher can arouse about as dry a matter as language in the same way as about as disgusting a matter as intestines; but as far as any practical use in further acquiring English is concerned, he needs it about as much as he needs the map of his insides in order to aid his digestion. All this is beside the point where learning another language is concerned. Nobody needs a map for his own back yard. Most people need maps when they go to unknown places.

4. "Languages have made unjustified claims on transfer of training and mental discipline." This may be true, but it has not been proved. To demonstrate, for instance, that directly studying English will teach more English than approaching it through Latin, or that a course in logic will teach one more about mental processes than a course in a language, does not prove that studying a foreign language will not radiate proportionately more in those and other directions, i.e. give a greater cumulative transfer in a variety of fields, than some other given study or studies. Cumulative transfer should be expected from studying the medium that serves for communication in all fields.

Educationists have been wielding the "no transfer, no discipline" weapon against us for a generation and a half, and I for one shall be happy if they change their tune. The logical conclusion of the "no transfer of training" argument is that first reading a page of Balzac will not assist in later reading a page of Gide, and that we should not teach in classes, but wait until our prospective pupil has got himself into a real-life jam trying to make himself understood by a foreigner, in order to dispatch an instructor from the Central Pool to help him out on the spot. I an over-stating this, for Mr. Kaulfers does not contest the transfer of training so categorically4; but I do so deliberately because of the psychotic inhibition that anti-transfer has laid on our profession. Probably he is right, and foreign-language teachers have made unjustified claims on transfer of training in their frantic efforts to defend themselves. But their opponents have gone well toward the opposite extreme of attacking the principle of transfer itself. What they advocate seems less an argument against trends in foreign languages than against any sort of education that in any way abstracts from outdoor, extramural experience something that may later be reapplied to that experience: it is an argument against addition that does not add apples or light bulbs, against harmony that is not combined in a symphony, against principles of levers that do not move actual weights, against legal lore that does not form part of a concrete case at law, against-practically everything that teachers spend most of their time trying to mediate to students. Granted that palpitating reality should be kept in view always-if the eyes are riveted on it constantly, there would be no continuity or predictability about our experience. Concentration on particulars does not always aid the understanding, even the understanding of particulars. Educators had something when they first assailed the overabstractness of some forms of teaching, but conviction has fast become fixation.

Mr. Kaulfers is resoundingly right in demanding that the textual material of language courses be sensible and significant—topics of interest to students and of importance to their

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<sup>4</sup> See book p. 22 for this.

welfare. But how much of the teacher's energy ought to be spent on selection and motivation of this kind? It is possible-nay, dangerously easier with the teacher who is unsure of his linguistic facts-for the motivation to crowd out the thing motivated. Fifty minutes of a fifty-minute period can easily slip by in song, cultural discussion, and other apparatus intended to illustrate a point of usage which they barely begin to cover. It would be fortunate if all points could be dramatized as we go along, but there are too many points, and many of them simply have to be reduced frontally. We must dramatize at every possible moment; but -short of the millennium-we must also keep a sense of proportion.

5. The difficult and rather special place of the foreign-language teacher in the division of labor needs a more sympathetic understanding. Mr. Kaulfers seems to show this in his remark (p. 521), that "Teachers of English and foreign languages in colleges, universities, and high schools are not automatically accredited as child psychologists by the American Psychological Association." Well said. We must leave specialized knowledge to the specialists. But in his book, Mr. Kaulfers stresses the qualifications of the abler foreign-language teacher: "Within his field of interest and competence [italics mine] lie offerings in world literature in translation, survey courses in national cultures, and orientation courses stressing the social and cultural implications of language and communication in individual and group life" (p. 441). This is, indeed, the ideal that university foreignlanguage departments have tried strenuously to follow. Almost every member of their graduate faculties is continually on tap to monitor theses in sociology (Women in the Novels of David Bearne), philosophy (The Ideas of Alfred Stimson's Essays), style (Color Adjectives in Tstoro's Poetry), history (The Veracity of Miluña's Historical Novels), geography (How Veillonet Reflects the Landscape), anthropology (The Indian in Chilean National Literature), and, though less frequently, linguistics. How can he digest this panorama and at the same time be a specialist in the unimaginably complex communicative system which it is his primary job to mediate to his students? Of course we should all like to be cursorcyclopaedists and polygraphs; but it is no more possible in foreign language than in physics. If we are to have productive linguists as we have productive physicists, we must allow for the same degree of specialization; and if we are to have competent teachers of language we can no more expect them to be perambulating pantologists than we can expect the same of teachers of physics. If we do, the result will be what we have: people attempting to interpret to students something in which they are less than expert themselves.

Mr. Kaulfers has a pungent word in his book (p. 432) for the "university-dominated literary-debating societies" that make up some of our foreign-language professional organizations.

The "specialization" of my preceding paragraph will mean to some the kind of sterile specialization that such a type of professional society implies. I hasten to point out that the fragmentation and dispersion of our efforts along tangents and bypaths is due to the very tradition that Mr. Kaulfers would encourage: the tradition of being all things to our students, a most venerable tradition for it is a relic of humanistic universalism maintained in foreignlanguage departments with a vengeance that is unmatched anywhere else. A competent physicist is not expected to be a physical geographer. He is not even expected necessarily to be versed in the history of physics. Perhaps he ought to be; but in order to be, he would have to sacrifice many of those qualities the lack of which in teachers of foreign languages is the basis of criticism against them. So, when I speak of specialization, I mean specialization in the prime job of language-teaching, the language itself, just as by specialization in physics I mean specialization in physics, not in the lives of physicists nor in the symbolism of physics (even as close a matter as this is left to the logicians) nor in the personal sources of a physical theory.

Part of the conflict in viewpoints derives from Mr. Kaulfers' thinking, implicitly, of younger students. He does not set a secondary value on learning the language and a primary one on cultural marginalia, but properly puts the language first (see book, p. 437); his emphasis is upon techniques of indirection<sup>5</sup> which

<sup>6</sup> This term illustrates the difficulty of achieving a meeting of minds when we start with different premises and di-

are proportionately more necessary as the mind to be penetrated is less mature, and are always useful however mature the mind. Yet by generalizing such techniques he creates the impression that a direct assault is mostly useless, and that the linguistic weapons necessary for a direct assault are good only for advanced students (though why there either, if they have no practical use elsewhere, I do not understand). My contention is that one paramount reason why foreign languages have so often been mistaught is that they are hard to teach. Language-teachers must wage one of the hardest campaigns in the curriculum, and they cannot afford to be choosy about their weapons. A good campaigner combines frontal with flank attacks besides landing troops to the rear. The big guns that we can acquire from the linguist,

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DWIGHT L. BOLINGER

University of Southern California

vergent emphases. What I have termed "indirect" the educationist will no doubt indignantly call "direct." He will say that the best way to learn is by doing (with which, modifying it slightly, I agree), that an example would be having a child say casa bonita when we want him to learn agreement of gender, and that this is the direct way (with which I disagree). As far as learning casa bonita is concerned, this is of course direct; but as a means of acquiring the pattern "feminine+feminine" it is indirect, for the next situation will not be casa bonita but hombre viejo or ciudad entera. To acquire a pattern directly we have to abstract it and aim point-blank at it, not at a chance (and often misleading) exemplification of it. Examples are indispensable, but they are not direct-to-the-pattern. Casa bonita illustrates several things besides agreement of gender.

### Service Bureau for Modern Language Teachers

The Service Bureau for Modern Language Teachers at the Kansas State Teachers College, Emporia, Kansas, announces a new edition of the American Sources of Spanish Realia. Items included are songs, maps, films, pictures, records, etc., with new addresses and old information brought up to date. Other bulletins available at the Service

Bureau for cost of postage include a similar list for French realia, the bibliography of texts and classroom materials (French and Spanish), clubs (French and Spanish), holidays and festivals (French and Spanish), series for conversation (French and Spanish), and books in English about Latin America.

## Exchange Positions with Teachers from Germany: 1954-55

The Department of State, the Board of Foreign Scholarships, and the Office of Education announce opportunities for twenty-five experienced American secondary school and junior college teachers to exchange positions with German teachers under the United States Educational Exchange Program. College instructors whose schools will accept a German teacher as replacement are eligible to apply, if the applicant will agree to accept a teaching position in a sec-

ondary school in Germany. There may be an opportunity for a few American teachers whose schools cannot accept a German teacher because of legal or other restrictions to receive a one-way teaching assignment in Germany. For information, apply to Teachers Programs Branch, Division of International Education, U. S. Department of Health, Education, and Welfare, Washington 25, D.C.

# Combating Student Mortality in Russian Classes

Y FIRST formal schooling in Russian was in an intermediate class with two rather mature students.\* It was in a day when few universities offered Russian courses, so the background of my classmates naturally came under discussion. The first had taken a course with Professor Patrick some years earlier and had decided to reactivate his knowledge for use in a civil service job. The second was the lone survivor of a class in Russian organized by a native Russian professor of history. It seems the graduate students in history at this university had been given the choice of reading a formidable list of books on Russian history or taking a course in the language under the major research professor. Most of the students, about 35 of them, took the second alternative. It was not long, however, before the number of students in the Russian class dwindled. At the end of the first semester there were three; at the end of the year only one student remained. Supposedly they had covered Bondar and the Patrick Elementary Reader. By a coincidence, we began the same Patrick reader in our intermediate course but it was apparently too much for the lone survivor of the first-year course, who could not handle the first lessons according to the method of grammatical analysis adopted for the more advanced course. After about two weeks' struggle with the new approach to his old textbook, our history student abandoned the course.

It is possible that the 100% student mortality rate could be found in many Russian courses given in the years prior to the war. Even today, there is a heavy drop in enrollment between the first semester and the end of the fourth semester. Nor can it be said that such attrition is peculiar to courses in America. Two years ago I visited the final lectures of the first-year course at the École Nationale des Langues Orientales Vivantes (hereafter referred to as Langues O.) in Paris. At the last meeting of the first-year course there were about 200 students in attendance. A few days later I sat in on the oral examination of the second-year students.

About 35 were signed up for the test, but less than half of these put in an appearance. A brief study of the written examinations revealed that all the more acceptable papers had been written by students with Russian names, which in Paris could mean only one thing: They had learned the language at home.

There is of course a basic difference between the American and the European approach to the problem of student attrition. The European professor would feel dismayed if any number of students managed to pass a final examination. Such an event would undermine the élite status of the scholar. An eminent European Slavist told me last summer that the trouble with Langues O. is that they have let down the bars, they are passing too many in the final examinations. The traditional attitude is that the elementary language course should be taught at the secondary school level. The university should consider itself busy if it turns out one scholar about every five years. The fact that both in Europe and America Russian is almost always begun in the university seems to make little difference to the élite-conscious professor.

It is not necessary therefore to point out that the teaching situation in America is different from that in any European university. Our problem is one of training as many students as have the capacity to learn. With us a high rate of attrition is not necessarily an index of high standards, but rather an indication that we do not organize our instruction in the most effective manner possible.

Some teachers of Russian insist that high student mortality can be avoided by a more rigid selection of candidates. "Only the most gifted students, and especially those already possessing a strong linguistic background, should be permitted to elect Russian." At Langues O. in Paris, the course is traditionally directed at those who can learn by the linguistic

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<sup>\*</sup> Paper read before the Methodology Section of AATSEEL, December 27, 1952.

approach, i.e., emphasis on word formation plus study of the historical aspects of the language and its relation to other languages.

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In my opinion there is not much use holding out for the linguistic genius in our Russian classes. The need for considerable numbers of citizens trained to handle Russian is too great to be met by such élite programs, even if we could depend on them for results. As long as the student of Russian feels that he is unusual, we can expect rather mediocre standards of achievement. In fact, the establishment of norms in teaching the basic courses in any language requires that the subject be taught to fair-sized groups over a number of years. When I receive a transcript of a student's Russian grades from institutions where only two or three students are studying the language, I sometimes find that the grade of "A" or "B" represents the instructor's gratitude to the odd student rather than an indication of any real achieve-

It is now eleven years since I planned my first Russian course at the United States Naval Academy. During that period, our beginning class has varied between 40 and 135 midshipmen, of whom about four-fifths normally complete the two-year course. From the earliest stage of planning, the morale factor has been a major consideration, since it was proposed to give a solid course of about 200 classroom hours and avoid excessive mortality.

Candidates for first year language instruction at the Naval Academy may choose any one of the six languages offered. Up to now there has been sufficient cognizance of the importance of Russian to the Armed Services to give us a larger group of applicants than we can accept in the Russian course.

Some of my colleagues have given considerable thought to devising a reliable prognostic test for languages. I doubt that such a test can be devised. Qualities of patience, morale, and interest rate higher with me than any abilities that might be tested at a single sitting. The ability to imitate sounds, to count in a foreign language after one or two tries, seem to have little or no relation to the student's ultimate capacity for foreign pronunciation or vocabulary learning. Lacking the prognostic test, we turn to certain prognostic indices in the candi-

date's background. If he has studied a foreign language with success, we can consider that he is good material for the new language. The exceptions to this rule have been cases where the student failed to adapt himself to the life of the school, or where he had undue difficulty with other subjects. Perhaps the strongest prognostic index for successful Russian study is aptitude for mathematics. A careful comparison of grades in Russian and mathematics for the period 1942-1947 revealed almost perfect correlation. General scholastic aptitude, if reliably determined, can likewise be a useful factor in advising the prospective student of Russian. The division of the class of 1948 provides a good example of the significance of general scholastic achievement to the Russian instructor. It was this class that furnished the transition group between the accelerated 3-year program of the war period and the return to a 4-year curriculum. The upper half, 1948-A, completed the course in 3 years, while the lower half, 1948-B, continued for a year longer. Most of our 136 Russian students were in the upper half, and only 2 men in this group had not maintained work above "C" in foreign language. On the other hand, of those Russian students who remained in 1948-B, only 3 were capable of "B" grade work or better.

Our initial questionnaire card gave prominent place to Slavic language background, since it was thought that some familiarity with cognate vocabulary would give a student an advantage in the study of Russian. Over an 11-year period, only 1 candidate has had a satisfactory speaking knowledge, and only 5 have offered as much as a year or more of previous college study of the language. The candidates of Polish or Czech parentage rarely know enough of these languages to derive much benefit from their native background.

Since attrition is highest during the first semester's work, it would be useful to get a picture of the manner in which a beginning student assimilates Russian vocabulary. A curve of early language learning should show a rapid rise in the initial stage. Most students, however, find Russian words rather elusive. There is little doubt in my mind that they do learn a large number of words, but often it is in a hazy manner, and the words fail to block out properly.

To the adult or late adolescent, this state of fog may be a somewhat frustrating experience. With several other subjects competing for his interest and energies, it is little wonder that the student tends to heap a certain reproach on the one that adds to his general bewilderment. At this point, the midshipman may receive extra instruction twice a week if he requests it; and if his grades are below passing, he must follow such extra instruction, which usually takes the form of a review course with unlimited opportunities for consideration of special problems. By mid-semester, the weaker students have a private conference with their instructor and with the head of the Russian division. I generally ask the despondent ones why they elected Russian, whether they are really interested, or whether they appreciate the importance of the subject. If they respond negatively or vaguely to these questions, we sometimes review with them the cases of men who have risen from failing grades in first semester to a "B" in 3rd or 4th semester. Provided the man has not been fighting the course, it is usually possible to analyze his weaknesses of a purely academic nature. I like to think that a man who has the intelligence to meet the entrance requirements of this school should have the capacity to pass the Russian course.

In actual practice, there are many factors affecting the success or failure of the student, that are quite apart from his capacity to learn. It is in the realm of these environmental elements that we can best diminish the attrition in our courses. Constant attention to both the group and individual character of each succeeding class will be required to bring out the best effort of all hands. It must be understood that each group of young Americans coming to us during the last dozen years has displayed widely divergent attitudes toward academic and professional achievement. Each year has exerted new pressures and offered new promises to succeeding crops of graduates from high schools and colleges which were probably undergoing rapid evolutionary stresses and strains both from their instructional staffs and from society as a whole.

As a rule, the periods of maximum difficulty for the slower student occur during the first semester. Regular attendance at extra instruction may run as high as 20% of all first-year students. This levels off during the second semester and during the third and fourth semester work, there is only occasional demand for such afterhour classes. The chief reasons for the early demand are: poor language background, worry about other subjects, difficulty in making the adjustment to school life, failure to study according to the system, absence or other retarding handicap in the early part of the course. The older students and those who have been away from school work for a year or two require the most attention.

Reviews play a strategic part in raising the student's confidence. Besides unit reviews incorporated in the text, a special 3-day review is scheduled before each semester examination. These reviews cover only material studied during the term, but vary in form sufficiently to stimulate the learner to new efforts. In this way, a large share of the vocabulary that has been just out of reach can be brought into sharp focus for the written examination.

Summer vacation naturally brings some slackening of control, although some students read an occasional book in Russian during this period, or find opportunities to talk to native speakers met in foreign ports. By Thanksgiving time in the third semester, most students are in top form. They are reading cultural material and discussing it eagerly. The fog of first semester work is a distant memory now, and the instructor begins to feel that it is a privilege rather than a struggle to work with the men in his charge. We get the impression that more than average effort is put out by these people, and that they, in turn, feel they have won a victory.

The foreign language club is the most important cohesive force in our Russian teaching. Properly organized as a student-directed group activity, it gives the feeling of corporate ownership to all participating members, and sets up traditions that exact student loyalty beyond the point where it is fitting for the individual instructor to enjoy such an abiding trust. In the club programs, the new students can see from the beginning of their course just what goals are attainable during their academic period. I can recall the attitude of our beginners this year when a rather extrovert 2nd classman con-

ducted the opening program in fairly fluent Russian. The club president, a 1st classman, had been obliged to absent himself, and the vice-president, a 2nd classman, was recuperating from a highway accident. The deputy vice-president made an excellent impression on the plebes (freshmen), one of whom voiced the group reaction: "If the deputy vice-president is that good, what are the regular officers like?" We have mentioned the desirable quality of patience and faith in attaining the language skills. One of the most inspiring sources of these qualities is the example of past achievements either in the school itself or in the field.

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I hope that all I have said up to now has a familiar ring. Why should any description of a language learning program present any great surprises? At best we can hope for the confirmation of some of our own basic principles.

It is inspiring to read editorials in the nation's press telling us of the vast number of Russian courses offered in our colleges and universities. It would be more to the point if high

school and university administrators agreed to accept Russian language courses on a par with those in other modern languages. Without the selective and competitive opportunities afforded by fair-sized groups of students, Russian can scarcely be expected to develop a product comparable to that of other language courses. At the same time, we must recognize the greater complexity of our teaching problem. Material, presentation, morale-all require constant study and the recognition of the essentially dynamic character of our mission. Rather than wait for the theoretically apt pupil, we must size up the human material we are given and tailor our instruction to fit. We believe that the student who has attained a certain skill in Russian will find in it all the intellectual pleasure our older generation of scholars found in the classical languages, and his interest in the Russian problem will remain with him as long as he lives.

C. P. LEMIEUX

U.S. Naval Academy

## The Central States Modern Language Teachers Association

The annual meeting of the Central States Modern Language Teachers Association will be held in Detroit, April 30-May 1, 1954. The headquarters of the Association for the meeting will be Park Shelton Hotel, Woodward Avenue

at Kirby. Those planning to attend should make their reservations early. Dr. Clarence Wachner, Director of Language Education, Board of Education, Detroit, is the Local General Chairman.

## Student Aid at Alliance College

Approximately \$55,000 worth of student aid has been authorized for 1954-55. There are several kinds of scholarships and grants, with predominant interest in Polish studies and scholarship. Alliance College, a nationally accredited institution founded in 1912, is doing a great work encourage-

ing Polish studies in this country, and under the able leadership of President Arthur P. Coleman is trying to help solve the problems which beset our East-West relations.

# Albert Schweitzers Kulturphilosophie

SIMPLIZITÄT ist das Resultat der Reife,"
heißt es in einem Brief Schillers, und wenn
er recht hat, so ist Albert Schweitzer schon mit
sehr jungen Jahren ein reifer Mensch gewesen.
Denn solche Simplizität, solche Echtheit und
Einfalt des Herzens, im edelsten Sinne verstanden, muß seit eh und je als das kennzeichnende Merkmal seiner Persönlichkeit gelten.

Zu vielen Ehrungen, die ihm in den letzten Jahrzehnten zuteil geworden sind, kommt jetzt eine weitere: der Friedensnobelpreis. Wieso eigentlich—so wird mancher fragen, der mit Schweitzers Lebenswerk und dessen Wirkung weniger vertraut ist—wieso eigentlich hat der Mann eben diese Auszeichnung verdient? Was hat er für den Frieden getan, er der keinen Verein gegründet, keine Organisation geleitet, der nie am grünen Tisch über das Geschick von Völkern entschieden hat?—Das allerdings nicht. Seine Verdienste sind anderer Art; sie sind ganz aus dem Geist, und sie stammen allein aus der Bewährung seines ureignen Wesens.

Wenn heute die Aufmerksamkeit aller Zeitgenossen auf diesen einzelnen gerichtet ist, so darum weil er durch sein Dasein beweist, daß auch in unserer von Kriegen, von Völker-, Rassen- und Klassenhaß, von Untergangsund Selbsterhaltungsangst zerrissenen Zeit ein mit Intelligenz begabter Mensch ein ganz auf Schlichtheit und Simplizität gegründetes Leben führen kann. Sein besonderes Verdienst ist es, daß er uns diese Möglichkeit sowohl vorgelebt wie vorgedacht hat. Wie sonst kaum sind bei ihm Leben und Denken aus einem Guss, und nicht zu vergessen: dieser Mensch gehört völlig zu unserer Zeit.

In seinen philosophischen Schriften hat Schweitzer vor allem klar gemacht, daß der eigentliche Gegensatz zu dem Unwert des Krieges nicht Frieden heißt, sondern Kultur. Während nun die meisten Menschen ziemlich genau wissen, was sie sich vorzustellen haben, wenn sie das Wort Krieg hören, ist das durchaus nicht der Fall bei dem Begriff Kultur. Das,

was wir ablehnen, ist uns deutlicher als das, was wir bejahen oder zumindest bejahen sollten. Die Unklarheit geht so weit, daß von vielen Kultur als etwas auf jeden Fall Vorhandenes angesehen wird. Sie sprechen mit den Ethnologen von einer Kultur der Primitiven und verstehen darunter die Gesamtheit der Gesellschaftsform, der Sitten und Gebräuche einer bestimmten Bevölkerungsgruppe. Kriegführung und Waffen, Laster und Verbrechen rechnen sie dazu ebenso wie religiöse und erzieherische Einrichtungen. Doch wenn es sich nicht um die Unkultur der Primitiven, sondern um unsere eigene oder eine ähnliche Welt handelt, entsteht in den Köpfen eine heillose Verwirrung, wo der Begriff des wohl objektiven, doch nur beschreibenden Ethnologen durcheinander geht mit dem, den wir wertend und fordernd auf die abendländische Kultur anwenden. Und eben hier setzt das kritische Denken Albert Schweitzers ein, das gekrönt wird von seiner Kulturphilosophie.

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Anderseits erwächst dies Denken höchst folgerichtig aus Schweitzers tiefstem Lebens grund und bleibt durch Jugend-, Mannes- und Greisenjahre ständig in Einklang mit all seinem Wirken, so mannigfach es sich auch in verschiedenen Richtungen entfaltetr-sei es nun in Theologie und Religionsgeschichte oder in Tropenmedizin, Orgelspiel und Musikwissenschaft. Gerade dies macht die Beschäftigung mit Schweitzers Persönlichkeit so reizvoll. Es läßt sich jedoch nicht behaupten, daß die zahlreichen Verfasser von Aufsätzen, Broschüren und Büchern über Schweitzer, obwohl sie zweifellos etwas von dieser Anziehungskraft gespürt haben, die Erwartungen eines Lesers erfüllen, der durch sie einen Zugang zu dem geheimen Wesenskern dieses Mannes sucht. Entweder beschäftigen sich die Biographen zu ausschließlich mit einer ihnen besonders zusagenden Seite von Schweitzers Mannigfaltigkeit, oder aber sie folgen zu blindlings dem Schema, das ihnen der Porträtierte in seinen

autobiographischen Werken vorgezeichnet hat.

Daß dort Schweitzer selbst das eigentlich Verbindende nicht herausarbeitet, ist freilich kaum verwunderlich. Noch immer setzt ja, wer sein eigenes Leben schildert, die innere Einheit seines Ich als gegeben voraus; sie ist ihm selbstverständlich, ist ihm allzusehr unbezweifelbare Gewißheit, und er wendet sich sogleich seiner Entwicklung zu, der Entfaltung des Ich im Bereich der Wirklichkeit. Jedenfalls bleibt Schweitzers Selbstdarstellung, wie er sie in "Zwischen Wasser und Urwald," "Aus meinem Leben und Denken" usw. gegeben hat, trotz jenes Vorbehaltes der weitaus beste Weg, um die erste Bekanntschaft mit diesem ungewöhnlichen und-wenn man will-bewundernswerten Zeitgenossen zu machen.

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Auch der vorliegende Essai kann nur dies erstreben: auf Schweitzers Autobiographie hinzuweisen und in knapper Umrißzeichnung das dort Übergangene anzudeuten—die nie vorlorene Einheit seines Wesens, die Bewährung seiner Einfalt.

Als Sohn eines protestantischen Landpfarrers ist Albert Schweitzer am 14. Januar 1875 im elsässischen Kaysersberg auf die Welt gekommen, und es muß sogleich betont werden, daß er aus dem zwiespältigen Erbe seiner Herkunft von der Grenze zwischen Deutschland und Frankreich allein das Segensreiche zu ziehen verstand. Vereinfachend kann man wohl sagen, daß er die Tiefe seiner Natur dem Deutschen, seine Klarheit dem Französischen verdankt. Auch in anderm Betracht wurde ihm früh zum Bewußtsein gebracht, wie sehr Toleranz und Ausgleichen von Gegensätzen den besten Kräften des Lebens zuträglich sind: das Kirchengebäude, in dem sein Vater amtierte, diente sowohl der Abhaltung von protestantischen wie von katholischen Gottesdiensten. Er wuchs auf in einem Kreis, wo man sich ehrlich bemühte, den Geist der christlichen Religion zu verwirklichen, wo enge Dogmatik und Pharisäertum verpönt waren. So ist es nicht zu verwundern, daß Schweitzer in einer Epoche, wo die meisten Denkenden unter seinen Altersgenossen ihren Weg fern von Kirche und Religion zu gehen sich anschickten, denselben Beruf wie sein Vater wählte.

Doch da sein Geist ihn immer nach den Ursprüngen trieb, sich nie mit den fremden Erklärungen der Lehrer begnügte, nie Befriedigung fand, ehe er nicht jedes auftauchende Problem an der Wurzel gepackt und selbständig bewältigt hatte, ist aus dem Theologiestudenten kein Landpfarrer geworden, sondern schon 1902 ein Professor der Theologie an derselben Universität Straßburg, an der er im wesentlichen seine Studien betrieben hatte. Schon als Student geht Schweitzer an die Erscheinungen der Zeit als klarer und kritischer Denker, als Philosoph heran. Indem er Ideal und Wirklichkeit vergleicht, erkennt er die Probleme, die er zunächst durch Aufdeckung ihrer geistesgeschichtlichen Entwicklung zu klären unternimmt, danach durch Einordnung in ein gedankliches System.

Weil in diesem Leben folgerichtig Schritt für Schritt getan worden ist, läßt sich darlegen, daß die Kulturphilosophie, die Krönung seines Schaffens, sein Vermächtnis, sich ebenso direkt von seiner theologischen Staatsexamensarbeit herleitet (um nicht bei einem noch früheren Markstein zu beginnen) wie seine Tätigkeit als Tropenarzt-so wenig auf den ersten Blick eine Untersuchung über die Abendmahlslehre bei Schleiermacher mit dem einen wie dem andern etwas zu tun zu haben scheint. Und doch hat Schweitzer nichts getan, als den ihm damals vom Schicksal zugeworfenen Gedankenfaden aufzunehmen, ihn konsequent bis zu seinem Ende zu entwirren und die Folgerungen zu ziehen. Wen seine Natur drängt, in den Kern alles Seienden vorzudringen für den ist es gleich, an welchem Punkte der Peripherie er ansetzt.

Das Abendmahlsproblem hatte Schweitzer, wie er selbst eingestanden hat, bis dahin ebenso wenig beschäftigt, wie das bei den meisten Menschen der Fall ist. Beim Studium Schleiermachers stieß er jedoch auf die Frage, die in seinem Denken eine ungeahnte Folge von andern, immer weiter dringenden Fragen auslöste und ihn schließlich seine Weltanschauung in das System der Kulturphilosophie fassen ließ. So stellte sich ihm das Problem zu Beginn dar: "Die kirchlichen Auffassungen setzen voraus, daß Jesus die Feier zur Wiederholung bestimmt habe, können aber nicht nachweisen, daß er es wirklich angeordnet hat, da der betreffende Befehl bei den ältesten Zeugen fehlt. Eine Reihe wissenschaftlicher Auffassungen gehen davon aus, daß die Feier nicht zur Wiederholung bestimmt war, können dann aber nicht erklären, warum sie doch schon in der allerersten Gemeinde aufkam... Der Zusammenhang zwischen den beiden Feiern, der historischen und der Gemeindefeier, bleibt also gleich unbegreiflich, ob man sie durch den Wiederholungsbefehl direkt kausal miteinander verbindet oder ob man sich mit der Konstatierung der reinen zeitlichen Aufeinanderfolge begnügt."

Vier Jahre lang studiert Schweitzer beharrlich und eingehend die Geschichte des Abendmahls und kommt am Ende zu dem Ergebnis, daß seine Vorgänger die Frage falsch gestellt und Jesu Gleichnisse vom Abendmahl nicht richtig verstanden haben, weil ihnen das Geheimnis des Leidensgedankens ein Rätsel geblieben war, das-eschatologisch gestimmtein unmittelbar bevorstehendes Ende der Welt voraussetzte. In dieser Vorstellung hat Jesus selbst gelebt. "Das Abendmahl kann nur aus dem Zusammenhang des Lebens Jesu begriffen werden. Unsere Abendmahlsauffassungen sind falsch-also ist die Auffassung des Lebens Jesu, welche uns dazu geführt hat, auch falsch."

So kommt Schweitzer dazu, eine Skizze des Lebens Jesu unter dem Titel "Das Messianitäts- und Leidensgeheimnis" zu veröffentlichen. So kommt er weiter dazu, die Geschichte der Leben-Jesu-Forschung und der paulinischen Forschung aufzuzeichnen und damit zwei der fesselndsten religionsgeschichtlichen suchungen der Gegenwart zu liefern. Von den Einzelergebnissen dieser und der sich daran schließenden Studien soll hier nicht die Rede sein. Von der größten Wichtigkeit ist jedoch Schweitzers Erkenntnis, daß das Christentum in den Anfängen eine Weltanschauung vertrat, die der des heutigen Christentums diametral entgegengesetzt ist. War sie ursprünglich eschatologisch und somit weltverneinend-pessimistisch, so hat sie-den Gläubigen unbewußt -ihren Charakter grundlegend gewandelt und ist lebensbejahend-optimistisch geworden.

Wenn jedoch der Mensch der Gegenwart eine der Grundvoraussetzungen der frühchristlichen Welt nicht mehr teilt, wenn er nicht länger davon ausgeht, daß das Ende unserer Welt unmittelbar bevorsteht, so muß diese vor

Schweitzer nicht beachtete Erkenntnis umwälzende Folgen zeitigen im Denken und Verhalten zumindest der Christen. Einesteils kann die Besserung der Weltzustände nicht für sie eine unwesentliche Angelegenheit bleiben; anderseits muß alles, was in den Evangelien auf eschatologischen Anschauungen beruht, nicht länger wörtlich, sondern dem Sinne nach, "historisch" verstanden werden, womit ein Großteil der bisherigen Dogmatik hinfällig wird. Statt dessen muß eine Besinnung auf den Kern der christlichen Lehre erfolgen, auf das was Urchristentum und Gegenwart gemeinsam anerkennen können, nämlich auf die Ethik Iesu, auf jenes große Paradoxon, wonach der Mensch frei wird von der Welt durch liebende Hingabe an sie. Das Gebot des "Liebe deinen Nächsten" muß wieder in den Mittelpunkt alles menschlichen Handelns gerückt werden. Während in der Weltuntergangsstimmung zu Jesu Zeiten das Ziel allein in der Selbstvervollkommnung der Persönlichkeit erblickt wurde, muß der moderne Christ diese Selbstvervollkommnung durch Ausrichtung auf ein irdisches Ziel anstreben. Er darf nicht mehr weltflüchtig dem Diesseits den Rücken kehren, sondern er er muß sich bemühen, in der Gegenwart ethisch zu wirken. Kultur zu wollen.

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Bis zu diesem Punkt waren Schweitzers Überlegungen früh vorgedrungen. Der nächste Schritt war für ihn, aus der Erkenntnis die Konsequenz für sein eigenes Leben zu ziehen. Er wollte an einer Stelle wirken, wo er seine Religion der Liebe und Hilfeleistung mehr betätigen konnte wie als Professor der Theologie. Nicht lehren wollte er seine Überzeugung, leben wollte er sie. Als Arzt der Eingeborenen in Afrika schien ihm dies am ehesten möglich zu sein. So beschließt er-ungefähr 35 Jahre alt, verheiratet, in Amt und Würden, denn als Wissenschaftler wie als Organist genießt er bereits europäischen Ruf-Sicherheit und Bequemlichkeit aufzugeben, um der Forderung der inneren Stimme zu gehorchen. Er wirft sich auf das Studium der Medizin, und endlich 1913 ist er so weit, sein Negerspital Lambarene im französischen Äquatorialafrika eröffnen zu können, das er seitdem trotz vielen Hindernissen ständig erweitert und vergrößert hat.

Das Negerspital am Ogowefluß in der Kolonie

Gabun war mit Hilfe der Pariser protestantischen Mission gegründet worden; Schweitzer muß in dieser Hinsicht also als Missionar gelten. Doch hat er eingestandenermaßen seine Aufgabe nie darin erblickt, möglichst viele Schwarze zu taufen. Helfen wollte er ihnen, darauf kam es ihm an; und auch darauf, ihnen ein Beispiel vom Geist der Nächstenliebe zu geben und sie vielleicht zur Nachahmung anzuregen. Wenn dieser oder jener von seinen Schützlingen schließlich den Wunsch hatte, zur christlichen Kirche zu gehören, so mochte das hingehen. Denn Schweitzer ist zwar zeitlebens ein gläubiger Christ geblieben, doch ist es ihm schon früh klar gewesen, daß die wesentlichen weltanschaulichen Ziele des modernen Menschen nicht von der Tatsache abhängen können, ob einer an die Göttlichkeit Jesu glaubt oder nicht. Das Kulturstreben aller, die guten Willens sind-ganz gleich ob Christen oder Nichtchristen-muß das gleiche sein.

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So wäre es ein gründlicher Irrtum, wenn man in Schweitzers Kulturphilosophie das apologetische Werk eines Theologen sehen wollte. Schweitzer hat sich weit erhoben über die Ebene, auf der der Kleinkrieg der Konfessionen gekämpft wird. Er ist zuhause, wo die großen Religionsstifter und Weisheitslehrer sich finden. Dies wird jedem einleuchten, der sich mit seiner "Kulturphilosophie" beschäftigt einem Nichtchristen ebensoviel zu geben hat wie einem Christen. Von dieser Botschaft Schweitzers-niedergeschrieben nachdem er hren Geist vorgelebt hat-liegen bisher zwei oder, wenn man will, drei Bände vor. 1923 erschienen "Verfall und Wiederaufbau der Kultur" sowie "Kultur und Ethik," während die zwei abschliessenden, damals versprochenen Teile, "Die Weltanschauung der Ehrfurcht vor dem Leben" und "Vom Kulturstaat," bisher noch nicht zur Veröffentlichung gekommen sind. Statt dessen hat Schweitzer 1935 "Die Weltanschauung der indischen Denker" erscheinen lassen, worin er die in "Kultur und Ethik" begonnene Auseinandersetzung mit der Philosophie des Ostens fortführt.

Schon in seinen Studententagen war sich Schweitzer der Tatsache bewusst, daß die Welt, in der er lebte und dachte, in einer gewaltigen Kulturkrise stand; daß andere, vergangene Epochen im Vergleich zur Neuzeit wirkliche Kultur hervorgebracht hatten, während in der Gegenwart die Zeichen des Niedergangs sich häuften und eine drohende Katastrophe anzukündigen schienen. Schweitzer unternahm es nun, die Zeichen der Zeit zu deuten und den Ursachen des Kulturverfalls nachzugehen. Dabei gelangt er schließlich zu der Einsicht, daß das Unheil aus der Verwirrung der menschlichen Wertbegriffe hergeleitet werden muß. Von manchen wird überhaupt kein oberster Wert anerkannt. Die andern besitzen diesen Begriff wohl, doch sind sie unter einander allzu verschiedener Ansicht, welcher Art nun dieser höchste Wert überhaupt sei.

Schuld an dieser Verwirrung mißt Schweitzer vor allem der Philosophie des neunzehnten Jahrhunderts bei, die ihre Aufgabe verfehlt habe. Statt elementar zu bleiben, gefiel sie sich darin, entweder allein die Geschichte des Denkens zu studieren oder die Technik der philosophischen und psychologischen Methoden zu verfeinern. Dem Nichtfachmann, der Antwort suchte auf die ursprünglichen Denkfragen der Menschheit, hatte sie nichts zu bieten. Schweitzer vergleicht die Philosophen des 19. Jahrhunderts und die der Gegenwart einem Generalstab, der seine Truppen in die Schlacht schickt, ohne einen Plan oder auch nur ein Endziel zu haben; der es gar nicht haben kann, weil er in resignierender Voraussicht eines nie endenden Krieges befangen ist. Der einzelne Soldat braucht den Plan und das Endziel seines Generalstabes nicht zu kennen oder verstehen, doch wohlbedachte, genaue Weisungen muß er erhalten-so wie er es erwartet-nicht solche, die einander offensichtlichwidersprechen und die tatsächlich "sinnlos" sind. Schweitzer ist zutiefst davon überzeugt, daß das Denken unser Handeln vielleicht nicht immer bestimmt, doch gewiß beeinflußt; daß jedenfalls ohne wertsetzende Überlegungen keine wertvollen Kulturtaten zustandekommen.

Die Philosophie des 19. Jahrhunderts bildete sich etwas darauf ein, daß sie skeptisch geworden war und darauf verzichtete, eine auf Idealzustände abzielende Entwicklung anzunehmen. Sie wollte "realistisch" sein. "Für die Erwägungen über Volk, Staat, Kirche, Gesellschaft, Fortschritt und alle andern Größen, die unsern Zustand und den der Menschheit bestimmen, wollten wir von dem empirisch

Gegebenen ausgehen. Nur die in ihm vorhandenen Kräfte sollten in Betracht kommen. Logisch und ethisch zwingende Grundwahrheiten wollten wir nicht mehr anerkennen. Mit Wissen und Absicht herabgesetzte Ideale beherrschten also unser geistiges Leben und die Welt. . . . Unser Wirklichkeitssinn bestand also darin, daß wir aus einer Tatsache durch Leidenschaft und kurzsichtigste Nützlichkeitserwägungen die nächstliegende andere hervorgehen lassen, und so fort und fort. Da uns die zielbewusste Absicht auf ein zu verwirklichendes Ganzes fehlt, fällt unsere Aktivität unter den Begriff des Naturgeschehens. In vernunftlosester Weise reagieren wir auf die Tatsachen. Ohne Plan und Fundament bauen wir unsere Zukunft in die Verhältnisse hinein und setzen sie der Wirkung der chaotischen Verschiebungen aus, die in diesen auftreten. . . . Geblendet von dem, was als gewesen von uns angesehen oder ausgegeben wird, verlieren wir den Blick für das, was werden soll. Nichts ist mehr vorbei, nichts mehr erledigt. Immer wieder lassen wir das Vergangene künstlich in dem Gegenwärtigen auferstehen. Wir schaffen eine Persistenz abgelaufener Tatsachen, die jede normale Entwicklung unserer Völker unmöglich macht. Wie wir durch unsern Wirklichkeitssinn in den gegenwärtigen Ereignissen versinken, so durch unsern geschichtlichen in den vergangenen."

Haben seit Beginn des 19. Jahrhunderts der Materialismus und die von ihm sich herleitenden verkleinerten oder Wirklichkeitsideale die Verwirrung der Werte und damit eine Folge von Kulturkatastrophen ausgelöst, so muß es sich jetzt zunächst darum handeln, eine neue, allgemein anerkennbare Werthierarchie wiederaufzurichten. Welches war der Grundfehler, der das abendländische Denken auf den falschen Weg gebracht hat? Schweitzer findet ihn darin, daß man versuchte, das Ziel alles menschlichen Strebens und Handelns aus einer für die ganze Welt angesetzten Entwicklung herzuleiten. Weil man später einsehen mußte, daß offenbar die Annahme, unsere Welt strebe einem uns erkennbaren Ziele zu, eine Täuschung vorstelle, verzeifelte man überhaupt daran, dem Einzelmenschen ein endgültiges Ziel für sein Bemühen zeigen zu können. Aus der Metaphysik, aus Weltanschauung wollte

man zur Ethik kommen und mußte doch immer klarer sehen, daß Weltanschauung im eigentlichen Sinn des Wortes unmöglich ist.

Schweitzer verzichtet auf diesen Weg von vornherein. Er will elementar denken. Am Ausgangspunkt auf der Suche nach dem Ziel blickt er nicht nach außen, sondern nach innen. Dabei ergibt sich ihm die erste und grundlegende Einsicht: das sich seiner Existenz denkend bewußt werdende Individuum ist frei. insofern es seinem eigenen Leben einen Wert beimessen kann oder keinen. Dadurch daß es weiterlebt, erteilt es-zumindest unbewußtdiesem Leben einen Wert. Die Alternative, das Leben für lebensunwert zu halten, besteht in der Theorie ebensowohl. Aus der Praxis der bisher aufgestellten pessimistischen Denksysteme zeigt sich jedoch, daß die Konsequenz durch irgend welche Tüfteleien vermieden wird. Der Wille zum Leben ist stärker als das Denken. Die Folgerung sollte für uns sein, daß das Denken sich auch bewußt dem Lebenswillen unterordnet.

So weit ist jedoch nur der individuelle Lebenswille gerechtfertigt. Wieso soll er sich nicht beweisen-wie das instinktiv jede Ethik geahnt hat-auf Kosten von anderem Leben? Angenommen, Hinz käme zu diesem Schluß, so müßte er Kunz seinerseits dasselbe Recht zugestehen und brächte alsdann das eigene Leben in Gefahr der Vernichtung, eine Gefahr, die er im Interesse seines Lebenswillens logischerweise vermeiden muß. Er muß sogar noch weitergehen: er muß versuchen, jeden einzelnen der vielen Kunze daran zu hindern, bei dem Fehlschluß stehenzubleiben, dem er-Hinzsoeben entgangen ist, nämlich seine Existenz auf Kosten der Mitmenschen zu "bereichern." Hinz muß versuchen, mit allen Kunzen eine Gesellschaft von gleicher Interessenrichtung zu gründen, in der jedes Leben möglichst vollkommenen Schutz genießt und durch planmäßige Organisation und Erziehung die neu in Erscheinung tretenden Individuen vor der Gefahr des Fehlschlusses weitgehend bewahrt bleiben.

Doch nicht allein auf diesem gewissermaßen logischen Wege gelangt Schweitzer zur Rechtfertigung einer lebensfördernden Gesellschaftsordnung. Auch rein instinktiv, so lehrt er, fühlt sich das gesunde Einzelwesen als Teil li

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des gesamten Lebens. Es besteht eine mystische Verbindung und Einheit zwischen dem Teil und dem Ganzen. Das Individuum spürt das Verwandte im fremden, ihm begegnenden Leben und hat das Bedürfnis, mit ihm in Einklang zu kommen, indem es sich dem fremden Leben hingibt.

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Ehrfurcht vor dem Leben: in diesem Grundsatz findet Schweitzer das Geheimnis aller wahren Ethik. Im Begriff des Lebens hat er das Kernstück gefunden, das geeignet ist, die Hierarchie der Werte wieder aufzurichten und die Menschheit zurück zur Kultur zu führen, "Gut ist, Leben erhalten, Leben fördern, entwicklungsfähiges Leben auf seinen höchsten Wert bringen. Böse ist, Leben vernichten, Leben beeinträchtigen, entwicklungsfähiges Leben hemmen." Und wenn Schweitzer "Leben" sagt, so meint er Leben in jeder Form, nicht etwa nur Menschenleben. Seine optimistischethische Anschauung bringt ihn in die Nähe von Kants kategorischem Imperativ. Doch die Absolutheit, die er dem Gebot der Ehrfurcht vor dem Leben erteilt, trennt ihn von Kant, mit dessen Religionsphilosophie er sich bereits in seiner Dissertation kritisch auseinandergesetzt hatte.

Schweitzer sieht wohl die Größe von Kants Sittenlehre, die zum ersten Male nach Plato in der abendländischen Philosophie das ethische Gefühl als ein elementares im Menschen anerkennt. Aber er wirft Kant vor, daß seine Ethik—wenn auch tiefer als die seiner Vorgänger-bei aller Erhabenheit inhaltlos und zu eng ist, sowie daß er, indem er seinen ethischen Idealismus auf seinen erkenntnistheoretischen zu gründen versuchte, der Ethik ihren logischen Grund und-wie sich bei den Weiterdenkern Kants zeigen sollte-auch ihren Sinn geraubt hat. Schweitzer fühlt, daß er selbst mit seinen viel elementareren Überlegungen über den Sinn des menschlichen Daseins, mit seinem Dualismus und seiner Erkenntnisresignation festern Boden unter den Füßen hat und weiter reicht als Kant und dessen Schüler, weil er aus ihren Fehlern gelernt hat.

Eher als Kant gehört Schweitzers Achtung dessen unmittelbaren Vorläufern, den frühen und naiv fortschrittsgläubigen Rationalisten des 18. Jahrhunderts. Er verteidigt sie gegen die Geringschätzung, der sie seit langem ver-

fallen sind. Denn ihre ethische Lehre hatsolange noch nicht klar geworden war, daß ihr weltanschauliches Fundament, der schrittsglaube, nicht tragfähig sei-tatsächlich zu großen Kulturtaten angeregt und hat den Menschen jener Tage innere Befriedigung gegeben. Auch Schweitzer ist Rationalist, will es sein; nur glaubt er nicht mehr wie die Aufklärer an die Allmacht der Ratio. Er ist vielmehr zutiefst davon überzeugt, daß aller Rationalismus, der sich zu Ende denkt, notwendig zum Irrationalen führe, zur Mystik, weil jede Gedankenreihe früher oder später hinleitet zu der ewig unbeantwortbaren Frage nach dem Sinn des Lebens, dem Wunder der Existenz. "In Welt- und Lebensbejahung und in Ethik erfülle ich den Willen des universellen Willens zum Leben, der sich in mir offenbart. Ich lebe mein Leben in Gott, in der geheimnisvollen ethischen Gottespersönlichkeit, die ich so in der Welt nicht erkenne, sondern nur als geheimnisvollen Willen in mir erlebe."

Nur in seiner Mystik zeigt sich Schweitzer als Monist; sonst bleibt ihm ständig der dualistische Gegensatz von Individuum und Weltgeschehen im Bewußtsein. Er postuliert ihn sogar als Bedingung jeder wahren Ethik. Denn nur aus diesem Gegensatz ergibt sich die dauernde dynamische Auseinandersetzung zwischen Ich und Du, zwischen Ich und Gemeinschaft, zwischen Ich und Natur; und nur so kann der Kulturwille sich beweisen. Dieser Wille läßt sich nicht mehr verwirren durch die Erwägung, daß die von ihm geübte Erhaltung und Vollendung von Leben neben der dauernd erfolgenden Vernichtung durch allerlei Naturgewalten fast nicht in betracht kommt. Wichtig ist allein, daß in dem ethisch gewordenen Menschen ein von Ehrfurcht vor dem Leben und von Hingebung an Leben erfüllter Wille sich kundtut.

"Wenn ich ein Insekt aus dem Tümpel rette, so hat sich Leben an Leben hingegeben, und die Selbstentzweiung des Lebens ist aufgehoben. Wo in irgend einer Weise mein Leben sich an Leben hingibt, erlebt mein endlicher Wille zum Leben das Einswerden mit dem Unendlichen, in dem alles Leben eins ist." Schweitzers Mystik ist ganz und gar ethischer Natur, während die des Orients ebenso wie die des Abendlands im Mittelalter, die Schweitzer als Identitätsmystik bezeichnet, ohne inneren

Zusammenhang mit der Ethik ist, ja, sie im Grunde ausschließt. Anderseits erhellt schon durch das Beispiel von dem aus dem Tümpel geretteten Insekt, das hier für zahlreiche andere steht, während es bei früheren abendländischen Ethikern vergeblich gesucht würde, wie sehr etwa die indische Ethik mit ihren absoluten Ansprüchen auf Schweitzer gewirkt hat.

Die modernen indischen Denker haben ebenso vergeblich wie Meister Eckhart versucht, die ihnen bekannten oder instinktiv erahnten ethischen Gebote in ihrer Identitätsmystik zu begründen. Schweitzers ethische Mystik hingegen verspürt kein Bedürfnis, die Welt zu erklären; sie läßt den Weltwillen vielmehr als etwas für den Menschen Unergründliches dahingestellt. Während die Identitätsmystik die Ratio und den Geist der Wissenschaft geringachtet, schätzt die ethische Mystik den Wert des Wissens hoch ein. Schweitzer bleibt sich dabei jedoch bewußt, daß alle Forschungen und Entdeckungen nur von neuem zu dem Geheimnis des allgegenwärtigen Lebenswillens hinleiten und somit zu vertiefter Mystik und Ehrfurcht führen. In diesem Sinne nimmt er die Forderung von der "docta ignorantia" auf.

Die Abtötung des Lebenswillens im Individuum, wie sie die eigentlichen indischen Mystiker verlangt haben, lehnt Schweitzer ab. Doch er fordert anderseits mehr als diese indischen Ethiker wollten, die sich auf leidende Selbstvervollkommnung beschränkten. Durchaus ein Spross der westlichen Welt, will er, daß jene durch die tätige Selbst- und Weltvervollkommnung ergänzt werde.

So sind Schweitzers Ethik und Weltanschauung gleichzeitig weiter als die unserer Traditionen oder anderseits die des Fernen Ostens.
Seine Philosophie stellt die lebendige, zukunftsträchtige Synthese aud den beiden Quellströmen dar; und es ist noch nicht abzusehen,
ob ihre Bedeutung größer sein wird für diese
oder jene Erdhälfte. Sie wendet sich jedenfalls
bewußt an beide. Und das Entscheindende ist,
daß sie beide Traditionen verschmilzt und die
Möglichkeit bietet, daß Ost und West—nicht
mehr getrennt—grundsätzlich dieselbe Werthierarchie anerkennen. Das Bedürfnis, in unserer Zeit schrumpfender Entfernungen und
sich näher rückender Kontinente zu einer Welt-

philosophie zu kommen, ist groß.

In früheren Zeitaltern wäre Schweitzer mit dieser Geistestat wahrscheinlich nicht als Philosoph, sondern als Religionsstifter aufgetreten, als Begründer einer Weltreligion im eigentlichen Sinn des Wortes. Jedoch auch die Lehre des Denkers gewinnt durch die Tatsache, daß Schweitzer sein Lambarene-Werk geschaffen und seine Forderung beispielhaft vorgelebt hat. Daß sein Leben und Wirken eine einzigartige Kulturtat darstellen, steht, außer Zweifel, und daß seine Leistung in dieser Gegenwart möglich war und ist, mag denen zu Trost und Vorbild dienen, die an unserer Zeit glauben verzweifeln zu müssen.

Es darf hingegen auch nicht vergessen werden, daß Schweitzers kulturphilosophisches System bisher unvollendet ist: ein großartiges Fragment-gewiß, aber eben doch Fragment. In den dreißig Jahren, die seit dem Erscheinen der ersten Teile verflossen sind, drangen hin und wieder Nachrichten in die Weltpresse daß mit der Veröffentlichung des Schlußteils in Kürze zu rechnen sie. Wir wissen, daß Schweitzer-obwohl oft durch andere Tätigkeiten unterbrochen-unermüdlich an der Abrundung seines Hauptwerkes gearbeitet hat. Auch gibt er sich zweifellos keinem Irrtum darüber hin, daß Solidität und Überzeugungskraft gerade dieser noch fehlenden Abschnitte letztlich über den Wert und die Bedeutung des ganzen Svstems entscheiden. Denn wie soll sich die Forderung der Ehrfurcht vor dem Leben in der Praxis unseres 20. Jahrhunderts und der Zukunft auswirken, im Bereich der staatlichen, sozialen und wirtschaftlichen Organisation, in Politik, Rechtspflege und so fort?

Täuschen wir uns nicht: solange Schweitzers Kulturphilosophie die Antwort auf derartige Fragen schuldig bleibt oder mit dem Hinweis auf die Formel des Sittengesetzes in allgemeinster Form abtut, unterscheidet sich seine Ethik nicht wesentlich von früheren: ein begeisternder und schöner Idealismus neben dem Bereich der Praxis und Wirklichkeit. Darüber hinaus bliebe zwar das große Sinnbild einer beispielhaft und kompromißlos vorgelebten Überzeugung. Und das ist viel.

HARRY BERGHOLZ

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University of Michigan

# One Hundred Years of Italian and Spanish Studies at the University of Toronto

O NE hundred years ago when the University of Toronto decided to enlarge its curriculum through the establishment of a chair of modern languages, a distinguished Italian patriot, James Forneri, was called upon to assume the duties of that newly created professorship.

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His appointment was indeed an excellent one, for Forneri possessed in full measure all the necessary qualifications for that important and responsible position. He was a gifted linguist, a capable teacher, an accomplished scholar and a man of high ideals, endowed with a fine character and a most attractive personality.

Forneri was born in 1789 in Racconigi, a city in Northern Italy, situated at a short distance from Torino, the capital of Piedmont. His father was a prominent lawyer; his mother, the daughter of a successful physician. Having been originally destined for the Church, he studied divinity for three years in the Seminario Romano in the Eternal City, but later gave up that study for that of jurisprudence and obtained his degree of Doctor of Law from the Università della Sapienza in Rome.

Shortly after his admission to the bar, however, Forneri abandoned temporarily his legal profession to take part in the Napoleonic Wars. During a surprise attack by a large body of Cossacks at Coblenz, he was captured by the enemy and escaped banishment to Siberia only through the intervention of a Russian officer who had been a friend of his grandfather.

After his release, Forneri returned to Italy to resume his law practice, but was so concerned over the sad political state of his country that he joined the Society of the Carbonari, a secret organization whose aim was to overthrow despotism and bring about Italian unity and independence. Unfortunately, the first attempt of that revolutionary movement failed completely and Forneri, who had been implicated in it, was forced to go into exile. On April 21, 1821, he sailed for Barcelona and when he arrived

there, far from renouncing the cause of freedom, he engaged as a volunteer in Spain's struggle for liberalism. While serving with the 8th Regiment of Light Cavalry, he was taken prisoner by the French, but was later set free on condition that he leave the country immediately. Complying with these orders, Forneri made his way to England, the favorite haven for political refugees. Before long, with the assistance of Dr. John Bowring, afterwards Sir John Bowring, he obtained a position as teacher of Italian in a private school in the suburbs of London. All the spare hours he had, he devoted to the study of English and to research in the fields of history and education, publishing, among other things, a poem in Italian, several political pamphlets and a grammar of the German language, all of which were most favorably received by the general public.

The teaching career upon which Forneri had embarked appealed to him much more than the practice of law and for that reason he decided to dedicate to it the rest of his life. From 1835 to 1851 he held the mastership of modern languages in the Royal Academical Institute of Belfast, which was then the best institution of learning in Northern Ireland, and left it only to come to Canada to occupy a similar position in the Collegiate School of Windsor, Nova Scotia. That change, however, was a great disappointment to him for his contract, which he had understood to be permanent, was abruptly terminated at the end of the academic year for lack of funds.

Finding himself without employment and in dire financial straits, Forneri resolved to go to Australia, hoping that, with the help of some of his former pupils who had settled there and had become influential in government circles, he might be able to secure a new post. He was on the point of leaving when a compatriot of his, Dr. Mantovani, who was teaching in Windsor College, informed him that a university in

Upper Canada was advertising for a professor of modern languages. Though Forneri had no great expectations of being chosen over his competitors who were much better known in this country than he, he applied for the position and sent in his credentials.

Sometime later, much to his surprise and delight, he was notified by Lord Elgin, then Governor General of Canada, that he had been appointed to the chair of modern languages in University College. In this connection it may be well to point out that this university, which was founded in 1827, was originally known as King's College. In 1850 its designation was changed to that of "University of Toronto," and three years later it was divided into two institutions. One of these retained the title of "University of Toronto" and acted solely as an examining body on the model of the University of London; the other was styled "University College, Toronto" and took charge of the teaching.1

Leaving aside Forneri's activities in French and German, which, though highly significant, do not concern us at present, I may say that his instruction consisted mainly of grammar, translation, composition and reading from such authors as Dante, Tasso, Goldoni and Alfieri in Italian, and Quintana and Moratín in Spanish.

Thanks to his remarkable ability, his profound enthusiasm and extreme faithfulness to his duties, he succeeded not only in familiarizing his students with those languages, but also in arousing their interest in their respective history and literature.

Commenting upon the nature and quality of Dr. Forneri's teaching, John King, who had the privilege of studying under his guidance, writes as follows:

"As a teacher his record was one of notable excellence. His knowledge and attainments were embellished with the graces of scholarship and were always modestly displayed. The Fornerian systems of French, German and Spanish were the product of an ingenious mind and an original expositor of languages. He had a happy talent for communicating knowledge and was beloved by his pupils and the students of his department for his patient kindness and untiring interest in the subject-matters of their reading."<sup>2</sup>

Another former student of Forneri, Dr. William Oldright, in an article which he published some years later, expressed himself in these terms:

"As we have looked back upon student days and reviewed them in the light of more mature life, we are struck by Dr. Forneri's great versatility and the accuracy which emphasized it. He was always equally ready in French, German or Spanish, as in his native tongue, to give us the grammatical rule. In his set lectures in the larger classes he would write out these rules, illustrated by examples, filling one or two large blackboards, and, in the senior years, would give them to us in his own handwriting on foolscap paper.

"When he concluded his remarks on any subject and closed them with his pet expression, 'That is it, you see,' we made up our minds that it was all right, and we have never yet found that we were mistaken. Laborious in our interests, scrupulously punctual, truthful and the soul of honour, kind-hearted, affable and confidingly companionable, the veteran soldier and teacher secured a warm place in the hearts of his students, and memory will fondly recall when we could have addressed him with words of his own favourite poet, uttered when looking back to a much more distant past: 'Tu duca, tu signore e tu maestro.' "3

Forneri held the chair of modern languages from 1853 to 1866 when it was substituted by lectureships in each of the languages previously included in the professorship. Though he was then seventy years of age, he took over the work in Italian and Spanish and carried it on until his retirement in 1868.

Besides him, some of the more distinguished lecturers in the Department in the early days were William Glenholme Falconbridge, William Henry Vander Smissen and George Henry Needler, later Professor of German; David Reid Keys, later Professor of English; Dr. William

University Monthly, University of Toronto, Vol. II. p. 201.

<sup>&</sup>lt;sup>1</sup> See Modern Language Instruction in Canada, Publications of the American and Canadian Committees on Modern Languages, Vol. II, University of Toronto Press, 1928, p. 246.

<sup>&</sup>lt;sup>2</sup> McCall: Croft: Forneri, by John King, Toronto, The Macmillan Company of Canada, printed at St. Martin's House, 1914, pp. 252.

Oldright, later Professor of Hygiene and Associate Professor of Clinical Surgery; and the celebrated Canadian author and humorist Stephen Leacock, later Professor of Political Economy at McGill University.

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In 1887 when Professor William H. Fraser was made Head of the Department, Italian and Spanish were transferred from University College to the University. Under his regime more attention was paid to the spoken languages and native teachers were entrusted with that phase of the work. He also started the practice of assigning the more advanced courses to specialists in their field, which resulted in the successive appointments of men like Davidson, Northup, Buchanan and Shaw, who by their scholarship and literary research brought much honor and fame to our institution.

In recent years the enrollment in Italian and Spanish has grown considerably and it is now well over 850 students. The number of hours of instruction has been appreciably increased and its scope extended to a notable degree. Classes have been divided into small sections to insure a closer contact between teacher and student and ampler opportunities for active participation in class work and discussion. To the regular courses in language, conversation, composition, history, literature and social institutions, a course of lectures on Italian and Spanish art, music and philosophy has been added, so as to give students a broader insight into the culture and civilization of Italy and Spain.

In order to keep abreast of the intellectual and economic development of Mexico, Central and South America, appropriate courses have been established on Latin American history and literature.

A four year course in Portuguese and on the literatures of Portugal and Brazil has also been introduced and because of the importance of these subjects the Department has been designated the Department of Italian, Spanish and Portuguese.

The honor work in Italian and Spanish, which extends over a period of four years, is especially adapted for students in Modern Languages and Literatures and in Modern History and Modern Languages. It consists of 6½ hours a week in the First year, 5 hours in the Second and 7 hours in the Third and Fourth years respectively.

For those who plan to follow a diplomatic career or engage in foreign trade, courses have been provided on the historical and cultural background of Spanish America; courses in commercial Spanish and commercial Italian, and comparative courses in Italian and Spanish, Spanish and Italian, and Italian and Portuguese.

In the three year General Course, which has a much larger enrolment, 5 hours of instruction a week are offered in the First year, 3 in the Second and 3 in the Third, plus 3 hours of concentration in the last two.

In most of the departments in the Faculty of Arts, Italian and Spanish may be taken as a language option; a special reading course in scientific Italian, Spanish or Portuguese is given (without credits) to students in science.

Through the Extension Division of the University, evening classes are held in Italian and Spanish and correspondence and summer courses are also available in the latter. Moreover, Spanish is now part of the New General Course for Teachers and specialist certificates may be obtained in French and Italian and French and Spanish.

As for Graduate work which was introduced in the Department for the first time in 1909, a sufficient number of courses are offered to enable students to proceed to the Degree of Master of Arts and to that of Doctor of Philosophy in either language and literature.

Under the auspices of the School of Graduate Studies, eminent scholars from other leading universities have been invited to conduct courses or deliver a series of lectures in their specialized fields. Professor Antonio Heras, former Head of the Department of Spanish in the University of Southern California, taught here during the academic year of 1950–51; Dean Hayward Keniston of the University of Michigan lectured to our students two years ago and Professor Ignacio González Llubera, an eminent medievalist, from Belfast, Ireland, will join the Department as Visiting Professor for the Michaelmas term in 1953–54.

The facilities for advanced study and research in Italian and Spanish in this University have been particularly attractive. Over a long period of years a very substantial appropriation has been spent annually by the Department for the purchase of books. Representative works of every period of Italian and Spanish literature from their origins to the present day have been acquired, together with old, modern and contemporary periodicals and reviews of any importance in Italian and Spanish history and literature. Furthermore, a large number of historical and critical works, of rare collections of Italian poetry and 16th century Italian plays, and rare editions of Italian and Spanish masterpieces have been secured. Indeed, it may be said without hesitation that our collection of Italian and Spanish books is the best in Canada and one of the largest and most complete on the North American continent.

The first one hundred years of the teaching of Italian and Spanish in the University of Toronto, therefore, have been most fruitful and mark a milestone in the history of higher education in Canada.

Since 1853 thousands of graduates have gone

out in the world better trained for their careers, better prepared for the full enjoyment of higher things of life, better equipped for leadership in their community and for service to their country because of their knowledge and understanding of the culture and civilization of Italy, Spain and the Latin American countries.

We are now entering upon a new era and in so doing I am fully confident that the University of Toronto will always continue to be the great center of Italian and Spanish studies it has been in the past.

May its shining example be followed by every other institution of learning throughout Canada and may those subjects of study thus contribute more and more to the intellectual, spiritual and economic advancement of our nation.

EMILIO GOGGIO

University of Toronto

### Foreign Study for Americans

Opportunities for foreign study in fifteen countries are listed in *Fellowships Abroad for American Students*, 1954-55, a pamphlet published by the Institute of International Education, 1 East 67th Street, New York City.

The Institute of International Education is the central

private agency in the U.S. in the exchange of students, teachers, and specialists. Each year approximately 4,000 persons from 80 countries study or train in a country other than their own under its auspices.

## Audio-Visual Workshop for Foreign Language Teachers

By popular request, Purdue University's third annual Workshop in Audio-Visual Techniques for Teachers of Foreign Languages (Education 524) will be offered twice next summer: June 21-July 3 and July 12-24. Last summer coming from 13 states and Canada, 33 teachers enrolled,

taxing the facilities and the staff. The dual offering in 1954 will reduce the size of each class and will facilitate the individual projects and conferences which form an essential part of the course.

# Towards More Efficient Language Instruction

In Connection with the Yale-Barnard Conference on the Teaching of French, held in New Haven April 1952, a committee was appointed to ascertain how satisfied schools and colleges were with the correlation in the field of French. Over five hundred questionnaires were sent out to department chairmen requesting, in addition to much factual information, considered recommendations for smoothing the transition from school to college. The committee was delighted by the number of returns received and by the thoughtful, constructive ideas expressed. Neither group was satisfied with the correlation at present; both offered valuable suggestions for improving it.

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Through all the answers ran a common theme: the schools felt they could not follow the type of teaching they believed in because of the nature of college entrance requirements; the colleges could not adopt the sort of instruction they favored because of the preparation of their in-coming Freshmen. And yet there was remarkable unanimity in both groups that the ideal language course should stress the ability to read without recourse to translation along with the development of the aural-oral skills. This theme and the specific suggestions which appeared with astonishing frequency were carefully studied by the committee. The following recommendations were then drawn up and sent to the presidents, deans, admissions officers, and language department heads of the colleges and to the principals of the schools that had received copies of the questionnaire.

The chairman of the committee feels that the recommendations contain so much of value, not only for better integration between secondary school and college but also for more effective teaching of language in general, that he thought it would be worthwhile to have them published in the *Modern Language Journal*. Thus other institutions than those in the Northeast may study and perhaps profit by them. Each will be able to judge for itself whether they contain any possibilities for achieving more efficient re-

sults in language instruction and a consequent raising of teacher morale. They do not take into account the many examples of excellent instruction already to be found because the committee was concerned solely with achieving greater excellence. The chairman of the committee and Professor Theodore Andersson, organizer of the Conference, will welcome comments, criticisms, and suggestions concerning the following, and will be happy to hear of the adoption of any or all of them.

It was suggested:

- That language departments seek a sharper definition and a greater clarification of their aims and objectives.
- That in consultation with departments of sister institutions they explore the possibilities of reaching wider agreement on the subject.
- 3. That they inform their admissions officers of these aims and objectives.
- 4. That in their own bulletins and catalogues colleges and universities make clear what their aims are and what their expectations are concerning incoming students.
- 5. That through their admissions officers and language departments colleges and universities inform those schools (principals, headmasters, deans, directors of studies, advisers, and guidance officers, and chairmen or heads of departments) which regularly prepare students for them of these same aims and expectations.
- That through the appropriate officials colleges and universities forward the same information to the State Commissioners of Education, State Certification Officers and Superintendents of Schools in their state or district.
- 7. That college language departments consider the possibility of analyzing the work of their Freshmen by school and report the results at least once a year, say, at the end of the first semester, to those schools which express an interest in having such a report.

- That they request from the schools concerned criticisms (favorable or unfavorable) made by their graduates about their college language courses.
- That the colleges use all possible ways of encouraging the schools to give at least three years of a modern language in preparation for college.
- 10. That representatives of the language departments in the schools be invited to visit college language classes and to discuss ways of achieving better correlation and better language instruction at both levels.
- 11. That representatives of the college language departments be invited to visit school language classes for the same purpose.
- 12. That the college language departments sponsor, for the benefit of the language teachers in the vicinity, the showing of foreign films, lectures in the foreign language, expositions dealing with aspects of the foreign culture, discussions of professional problems of mutual interest, etc.
- 13. That an investigation be made into the advantage of substituting a unit system for the present arbitrary measuring of language proficiency by the number of years studied.

- 14. That schools and colleges alike consider, in making new appointments, the advisability of engaging language teachers with as great an oral proficiency as possible.
- 15. That schools and colleges alike examine the possibility of interesting their community in direct method language teaching in the local elementary schools, conducted by skillful teachers who are perfectly fluent in the language.
- 16. That schools be encouraged to prepare their students thoroughly in the speaking and writing of the foreign language without regard to the CEEB or similar examinations.
- 17. That teacher-training institutions consider ways of preparing thoroughly qualified language teachers in anticipation of the increasing demand for competent language teachers in the elementary schools.
- 18. That other colleges and universities explore the possibilities of instituting "area courses" as Princeton has in her Special Program in European Civilization.

JAMES H. GREW

Phillips Academy Andover, Mass.

### Spanish via Television

Dr. Joseph Raymond, Pennsylvania State College, is conducting a fifteen-week series of television programs, "Spanish Is Fun!" in the *University of the Air*, WFIL-TV,

Philadelphia. Dr. Raymond has been very successful with this work, and the programs are popular.

# Placement of Modern Language Teachers, 1953

HE year 1953 finds us with a serious shortage of teachers at the elementary level; a brisk demand for teachers in most fields at the secondary school level; and an increasing demand for teachers at the college level in fields in which government and industry are competing with the schools for personnel.\* In the face of this decrease in the number of teachers available in college fields like engineering, chemistry, physics, mathematics, home economics, women's physical education, business administration, industrial and clinical psychology, library, and certain fields of education and speech, we find an *increase* in the number of persons available for teaching languages at the college level. Let us examine briefly the extent of the oversupply of persons available for college language positions and then discuss what is being done and what more could be done by the persons most directly concerned.

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At first glance the picture is not too bright. For example, the entering salaries that are being offered college language teachers do not compare favorably with those offered in most of the other fields we have mentioned. Young persons receiving their degrees in chemistry this year are being appointed to college teaching positions at entering salaries of up to five and six thousand dollars. A 28-year-old Ph.D. in one of the sciences has just signed a contract with a college in this city at a salary of \$5700. It is doubtful whether any 28-year-old language Ph.D. will receive an entering salary of even \$4700 this fall. In fact, according to present indications, the entering salaries for most young Ph.D.'s in language will be closer to \$3700 and in some cases actually will be closer to \$3000. A college in the South is offering \$6000 for the headship of its language department and \$8000 for the headship of its home economics department. The president reported recently that he had had well over a hundred persons apply for the language headship, but that he had had not even a nibble on the home economics headship. The same college presidents who make dramatic pleas for mathematics and science Ph.D.'s and spend a good deal of time and money running down leads in these fields, do not have to lift a finger to have their choice of any number of well-qualified language Ph.D.'s, at least one-fourth of whom will offer to teach at very low salaries.

With increasing numbers of Ph.D.'s available now for language teaching, greater care and thought than ever should be given before encouraging someone who has one strike against him to prepare for teaching languages exclusively at the college level. It might well be asked whether young persons just entering the field should be encouraged to look forward to a successful teaching career at this level if they are not persons who can and will acquire the doctorate within a reasonably short time. It is becoming increasingly difficult for M.A.'s who have entered the field recently to achieve the advancement possible in the past.<sup>1</sup>

Of course, many M.A.'s are aware of the fact that they will have to compete with Ph.D.'s for the positions in the four-year colleges. Most of these same M.A.'s, however, many of whom have taken no work in education, seem to feel that prospects for placement at the Jr. college level is excellent. Apparently it has not been pointed out to them that in many of the smaller Jr. colleges in the Central States area which are operated in connection with a high school, the language in both schools is taught by the

\* This paper was read before the Thirty-sixth Annual Meeting of the Central States Modern Language Teachers Association in Milwaukee, Wisconsin, on May 1, 1953. The year 1953 refers to the academic year 1953-54.

<sup>1</sup> At least it would seem that M.A.'s with heavy financial responsibilities should not be encouraged at this time to enter a field which does not promise better prospects for an income in keeping with their needs than does the college language field. (Even if such persons achieve the doctorate in a language, they often find it difficult to receive college language posts.) College executives know that their salaries for language teachers are low, and—other factors being equal—they tend to appoint persons who are most likely to live with a minimum amount of financial worry on the salaries their limited budgets permit them to offer.

same person, and, even when it is not, the Jr. college teacher must have at least as much preparation in education as is required for high school teachers. In the larger Jr. colleges more and more administrators seem to be asking for teachers who have at least a year's work beyond the M.A.

Because of the increasing number of language Ph.D.'s available for college language positions, candidates who hold the doctorate in fields other than language (e.g., J.D.'s) also are finding fewer college language positions open to them. At the present time conditions seem to indicate that—while an appreciable number of those who wish to teach language at the college level will receive appointments—a good many of them will not find college positions in this field.

What can those of them do who will consider only college-level positions? If they do as persons in the same situation did last year, some of them will take positions as college admissions counselors. Others will brush up on the math or science they took as undergraduates and teach in those fields.2 Still others will enroll for a year's work in library science.3 If they take as much as a full year of library science,4 they can-especially if they hold a Ph.D. in language—hope within a reasonably short time to become heads of college or university libraries at salaries substantially higher than those paid in the language field. A large percentage of the universities and colleges who are asking for directors of libraries who hold Ph.D.'s do not care whether the Ph.D. is in library science or in language or in some other field—provided that the person has a year of library science.5 There is room in the library field (and there will be for some time to come) for several times as many language majors as are changing over to it at present.

Many language teachers who want above all to devote full time to the language field will consider seriously the prospects for teaching language at the high school level, at least for the time being. Before long the placement situation at the college level may well change. When it does, these persons will find that a good many colleges—and this includes a large number of those colleges specializing in teacher training—will look upon them more favorably for their having had teaching experience at the high school level.

What are the prospects for language positions at the high school level? Very good and getting better. The demand for well-qualified secondary school teachers of language now exceeds the supply. A well-qualified language teacher this year has a choice of a good number of positions, and he can count on tenure, a good retirement plan, and a good salary schedule. After two

<sup>2</sup> This year some colleges will be giving temporary math and science appointments to persons who have taken little or no graduate work in those fields. Some of these persons even may find that they will be given a chance to offer a class in language in addition to the classes in math or science they contract to teach.

<sup>3</sup> This, incidentally, is a field in which language majors can feel that they are making a good deal of use of their language training and in which they will be in a position to do a considerable amount of good for the cause of languages in general. Also, they can do their publishing in the field of their choice.

<sup>4</sup> In an increasing number of library schools it is now possible to get an M.S. in library science in one year (instead of the older B.S. in L.S.).

<sup>6</sup> Some language majors who change to the library field find that with the added degree in library science they are in such a good bargaining position that they can demand (as a condition of their accepting a library post) the right to offer (and teach) an advanced course in language—over and above the normal offering of the college in the field.

The recent annual report of the NEA estimates that there are now in the public elementary and secondary schools 27½ million children—a gain of 821,000 over last year, which in turn was almost a million above the year before. At the same time the number of teachers in these schools has increased by more than 25,000 during the past year. If to these figures is added c. five million children attending private and parochial schools, the number of additional teachers this year is considerably increased above 25,000. Population experts estimate that elementary enrollments should reach a peak in 1956–57; secondary schools are expected to reach top enrollment about 1959–60. It appears now that these estimates of a few years ago are too low, that birth rates will continue to hold up, and that peak enrollments may not be reached until well into the 1960's.

<sup>7</sup> High school teachers just beginning their careers should have at least one other subject to offer in addition to their language major, because in many instances their first positions will be in smaller schools, in which there are not enough classes in their languages to make a full time load. The subjects most commonly combined with a modern language are English, Latin, a second modern language, or library. The North Central Association now requires all schools to have someone in charge of the school library who has had some work in library science. This supervision of the school library is commonly combined with the language classes in the smaller schools. Therefore, those language teachers who have even a few hours of library science will have a much wider range of positions from which to choose than those who do not.

years of successful experience a person with an M.A. can count on getting into a school with a salary schedule which runs to a maximum of five to six thousand dollars. More and more secondary schools are appointing teachers with training beyond the M.A. Some of the y have Ph.D.'s in quite a number of departments.

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With the current demand for teachers, secondary schools with limited funds are finding it increasingly difficult to attract well-qualified teachers. According to the recent NEA report, only one teacher in 340 in 1941 had lower qualifications than those legally prescribed. This year one teacher in sixteen holds such a certificate, and there are 64,000 classrooms with substandard teachers. There are often ways in which schools with limited funds can make up—at least in part—for their inability to pay high cash salaries. More and more of them are helping to provide moderate-priced housing, for example, and in many other ways making

genuine efforts to improve the economic and professional situation as well as the morale of the teacher.

Thus we can say that while the college language field is crowded at present, there is a possibility that before too long there will be more opportunities for a successful career at this level, and, in the meantime, increasing numbers of language teachers can take part in the preparation of those at present studying languages at the high school level. In other words, well-qualified language teachers need not and should not leave the field of education.

RAYMOND J. SPAHN

American College Bureau Chicago 4, Illinois

A few secondary schools even go to \$7000 for persons with a year's training beyond the M.A., and at least one secondary school recently has announced a salary schedule which will permit teachers with considerable post-M.A. training—who receive consistent ratings of excellent in their teaching—to reach a maximum salary of \$10,000.

#### AATF National Information Bureau Bulletin

The National Information Bureau Bulletin of the AATF, ably edited by Armand Bégué, Brooklyn College, and Daniel Girard, Teachers College, Columbia University, contains in the 1953 February issue a series of remarks, suggested principles, and procedures for the teaching of

foreign languages in the elementary schools. They have been gathered from various reports of foreign language conferences, and we believe the information to be of great usefulness for those interested in the teaching of foreign languages in the elementary schools.

# Conversational Robotapes

MORE than thirty years have elapsed since the first language recordings came on the market. It is now time to draw up a balance. We must ask, "What has been achieved through this medium?" Until a few years ago there were no recordings available for dictation, vocabulary assimilation, or repetition. The material available was designed for comprehension; i.e., for that function which can most easily be duplicated by the teacher. But according to prominent civilian and non-civilian teachers in the field, the most promising application of the recording in the language field seems to lie in conversation, particularly in "conversation robotapes." This, in particular, is the opinion of Professor Lawrence B. Kiddle, who is in charge of the University of Michigan's new electronic languages laboratory, and to whom this author owes the suggestion for this article.1

Conversation is the tool for functional language learning. But conversation is polarized speech—a question and answer game. To date there have been no means available to teach the individual student this conversational game. No one has had the time to sit down with him individually, day after day, or no one has had both the time and the exact pronunciation necessary. Moreover, with a teacher, there has been no compelling reason for a student to answer immediately—the teacher could and would wait until his sentence was finished. What could the student do to help himself? Little or nothing.

Today he can simply listen to all kinds of "conversation robotapes," repeat phrases, answer questions, ask others. He converses with the tape, and the tape argues with him, following his own line of thought. He may play his part in a conversational play—with the greatest actors of our day. He may even have a diversified conversation with a Spanish officer, a Russian worker, or a French girl.

In the first phase a basic conversation is presented to the student by a native speaker. A first question-and-answer pair is followed by a second:

#### A: INTERLOCKING CONVERSATION

1 Robert: Bonjour, Mademoiselle.
Annemarie: Bonjour, Monsieur.
Robert: Comment allez-vous?

Annemarie: Trés bien, merci (Very well, thanks)

In conventional textbooks, one answer is taught for every question. This is not realistic. A number of answers should be taught, so that the student can select which ever best fits the situation. Indicating a few substitute words at the end of a conversation or a narrative does not help: the student has to get used to integrating the new substitute word in the general pattern. What he needs is a series of strictly parallel routines.

2 Robert: Bonjour, Mademoiselle.
Annemarie: Bonjour, Monsieur.
Robert: Comment allez-vous?

Annemarie: Pas trop bien. (Not too well)

3 Robert: Bonjour, Mademoiselle.
Annemarie: Bonjour, Monsieur.
Robert: Comment allez-vous?
Annemarie: Pas mal. (Not bad, O.K.)

After hearing these basic scenes, presented for comprehension, sometimes with sound effects, the student hears them a second time, but this time with intervals, for repetition. The third time he does this exercise, he records both the sound of the tape and his own voice on a second tape for later comparison. Thus he can get an objective approach to his own speech. He can now check pronunciation and intonation, repeat the exercise, and compare again the native's utterance and his own. If the machine in use possesses an editing key, as in the Pentron recorder, the student can dub the repetition on the original tape, by simply depressing

2

<sup>1</sup> This is a partial condensation of a book in preparation by this author, with data on tape, magnetic film, 67 recorder models, and their application in languages, Tape Techniques, A Handbook for Language Students.

Useful information on tape recording may be found in these recent publications: C. J. Lebel, Fundamentals of Magnetic Recording, Audio Devices, 444 Madison Avenue, New York (Distr. free); Audio Record, Audio Devices, New York, 1949-53 (monthly); Oliver Read, Recording and Reproduction of Sound, Revised Edition, 1952.

the editing button. After speaking he releases the button, and the machine switches to playback for the next phrase of the native. This technique involves the danger of accidental erasure, but many schools all over the country are using the system with amazingly few erasures. If the recorder has parallel tracks, as the very practical Synchrotone and the Educorder Dual, the upper track with the native sound remains intact (it is switched to playback and the switch is removed before the students go to work on it).2 The student listens to the speech of the native from the upper track, and records both this speech and his own on the lower track. Fast rewind permits instant check of the lower track: the student hears the native's voice and his own side by side, and can compare them at ease.

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Here is a simple script for such a tape technique:

#### B. REPEAT-COMPARE

| 1 | Robert:    | Bonjour, Mademoiselle.  |
|---|------------|-------------------------|
|   | YOU:       |                         |
|   | Annemarie: | Bonjour, Monsieur.      |
|   | YOU:       |                         |
|   | Robert:    | Comment allez-vous?     |
|   | YOU:       |                         |
|   | Annemarie: | Trés bien, merci.       |
|   | YOU:       |                         |
| 2 | Robert:    | Bonjour, Mademoiselle.  |
|   | YOU:       |                         |
|   | Annemarie: | Bonjour, Monsieur.      |
|   | YOU:       |                         |
|   | Robert:    | Comment allez-vous?     |
|   | YOU:       | · · · · · · · · · · · · |
|   | .00.       |                         |
| 3 | Robert:    | Bonjour, Mademoiselle.  |
|   | YOU:       |                         |
|   | Annemarie: | Bonjour, Monsieur.      |
|   | YOU:       |                         |
|   | Robert:    | Comment allez-vous?     |
|   | YOU:       |                         |
|   | Annemarie: | Pas mal.                |
|   | YOU:       |                         |
|   |            |                         |

DO EXERCISES 1-3 OVER AND OVER AGAIN, RECORDING BOTH THE VOICE OF THE TAPE AND YOURS ON A SECOND TAPE, FOR LATER COMPARISON AND SELF-CRITICISM.

Now an arsenal of replies is ready for prompt delivery. But the tape does not wait until such time as the student may meet a Frenchman or fly to Paris. Instead, the tape asks the questions, leaving a more than sufficient interval for the student to answer. At first the student

answers according to the script, but later he may choose from among a number of possible choices already assimilated aurally and orally. This gives him the opportunity he loves, the occasion to intervene personally in the creative process.

Later, the arrangement is reversed. The student asks the questions, and after a few split seconds, the tape answers. Now the student can shoot the second question, and the tape fires right back. If the student is a little late with his question, the tape answers before he has finished, a thing which happens very often in conversation, as can be seen from candid recordings. Moreover, he can do the exercise all over again. The pronunciation, the intonation of the other person, and the intervals available to him are always exactly the same. But the most electrifying aspect of this robotape conversation lies in the *inevitability* of the question or answer.

The student does not *think* in the foreign language. He forms a number of reflexes which act automatically whenever the corresponding audio impulse or question occurs. The usual interference, the cross-reference to his own language, is eliminated. This absence of cross-reference, in turn, makes him think that he is thinking in the foreign language.

Thinking is internalized action. So is language. This is what makes it so difficult for us to view language as action.<sup>3</sup> To overcome this handicap, we have to make language as dramatic as we can, and act out every situation.

The Link trainer idea has been adopted to insure this—as shown here:

#### ROBOTAPE CONVERSATION

C. subdivision ADD-A-PART CONVERSATION

THE TAPE TAKES THE PART OF ROBERT. YOU TAKE THE PART OF ANNEMARIE.

R. Bonjour, Mademoiselle.

A. YOU: BONJOUR, MONSIEUR.

R. Comment allez-vous?

A. YOU: PAS TROP BIEN, MERCI.

<sup>2</sup> Some machines record one single track (c. ½ inch). Others record two tracks (c. ½ inch). In most machines, tracks run in opposite directions; i.e., at the end of the playback of one track you can flip over the reels, and play back again.

Jean Piaget, The Psychology of Intelligence, New York, 1950, 32-33. R. Bonjour, Mademoiselle.
A. YOU: BONJOUR, MONSIEUR.

R. Comment allez-vous?

A. YOU: . . . . . . (Choose your own answer from 1-3 above)

THE DOORBELL RINGS. STEPS. THE DOOR OPENS.

As soon as the door opens, you start with the part of Robert.

ANNEMARIE WILL ANSWER YOU RIGHT AWAY —THROUGH THE TAPE.

Doorbell rings. Steps.

Door opens.

R. YOU: BONJOUR, MADEMOISELLE.

A. Bonjour, Monsieur

R. YOU: COMMENT ALLEZ-VOUS?

A. Trés bien, merci. Et comment allez-vous?
R. YOU: . . . . . . (Choose your own answer)

IT'S 5 P.M. NOW. REPEAT AFTER TAPE . . . the words for Good evening, . . . and Good byel

tape bonsoir au revoir

Clock strikes five. Doorbell. Door opens

R. YOU: BONSOIR, MADEMOISELLE.

A. Bonsoir, Monsieur.

R. YOU: COMMENT ALLEZ-VOUS?

A. Très bien, merci. Et comment allez-vous?

R. YOU: . . . . . . (your choice)

A. Au revoir, Monsieur.

R. YOU: AU REVOIR MADEMOISELLE.

- 1 DUB YOUR OWN REPETITION, ANSWER OR QUESTION ON TAPE, OR RECORD THE SOUND OF THE TAPE AND YOUR VOICE ON A SECOND TAPE. PLAY BACK FOR COMPARISON OR COR-RECTION.
- 2 REPEAT THIS EXERCISE OVER AND OVER AGAIN, ADDING EACH TIME A DIFFERENT ANSWER.
- 3 USE VOCABULARY YOU ALREADY KNOW TO ASK YOUR OWN QUESTIONS—RECORDING THEM ON TAPE—WITH INTERVALS, THEN REWIND TAPE, LISTEN TO THE QUESTIONS, AND ADD THE ANSWERS.

The length of the intervals between the questions should be very ample at first. It should include reaction time, the time for shifting from hearing to speaking, and later for the shift from speaking to hearing. Choral speech demands more time than individual speech, and this fact should not be ignored! But as the conversation course progresses, the intervals can be reduced gradually, especially for Romance languages.

The Portuguese, Spaniard, Frenchman and

Italian either talks fast, or does not talk at all. This is particularly true of the people we have most contact with—the inhabitants of urban areas. Visiting North Italians and Frenchmen abroad often express amazement when confronted with the slowness of the German or Anglo-Saxon mind. Whether it be true or merely apparent, a special effort must be made to speed up the conversation of our students BEFORE they see a foreign movie or listen to a foreign record. According to certain teachers of the Middlebury College summer session, more than half of the audience of a French film finds it difficult to keep up with the verbal flow! Offered through the sound track alone, this flow seems to be even faster, just like foreign broadcasts or play recordings!

To speed up this Add-A-Part training, and many other aspects of language assimilation, an endless tape loop or "8 mm. Film Cartridge" is available. After two minutes of recording it is possible to switch to playback and to listen to the exercise just made on the tape, and start all over again after the next two minutes. Rewinding and spotting can be eliminated.

There are numerous other forms of "Conversation Robotapes" the Add-A-Part Play; the Add-A-Part Magnetic Film; the Discussion Robotape; the Add-A-Part Duet; the U.N. Forum Interpreting Tape; etc., etc. . . . In the Add-A-Part Play routine, you perform the Add-A-Part Conversation routine on a full play. The student is processed through the following stages:

- He listens to the play over and over again, using script, annotations, bi-lingual tape recordings of the special vocabulary, recordings of class discussions of the play, etc. (He is completely relaxed, and does not have much of an effort to make.)
- He selects or is given a certain part, and studies its script and sound.
- He performs Repeat-Compare exercise on his part with the help of a foot control, and a second recorder.
- He takes out an Add-A-Part tape containing the full
  performance, except that his part has been previously erased. Using the script, he fills in the intervals
  with his part.
- 5. He makes a recording of the latter exercise, checking pronunciation; intonation, the gasoline of speech; over-all performance; and his reaction time—the speedometer of his fluency.
- After a few such exercises, he is ready to work his way through—scene for scene—without script, adding his

part. Thus he comes to class well prepared for a "radio" or stage performance.

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A similar technique is used for the Add-A-Part Magnetic Film. Here he sees first the whole film; then studies the script in conjunction with the film; hears the sound track alone; observes the lip movements and gestures on the picture shown without the sound track; performs Repeat-Compare exercise on the film itself or on a tape copy of the sound track, and does the same with the Add-A-Part routine. Here he can record on the magnetic half track itself.4 The parts can be divided among a number of students, and a complete new sound track can be added to the film. The motion picture can now be shown to wider audiences, including friends and parents of the students, with Hollywood stars on the screen and the foreign speech of the students themselves on the sound track. This brings glamor and thrill to the classroom —a useful incentive for persons born in a radio age and raised in front of the TV screen!

But is should be realized that Robotape training is not enough. As soon as the student is away from the machine and in a situation demanding topical answers, he must make an effort at adaptation—which usually takes time. He must break the taboo placed by the community on foreign sound. Now, every activity has its tools; conversation does too. You can't play tennis without a racket. You can't play bridge without cards. You can't have a conversation without doing something, walking a few steps; offering a cigarette, a cup of coffee, or something else; having a puff, or drinking a sip of coke or coffee! It is not mere chance that students are more relaxed, more loquacious and more fluent at a coke session or at a German club beer party, than when they are sitting stiff in front of the teacher's desk. While

lighting a cigarette or having a drink of tea, you have time to think out the answer you need, ... or the question that will ward off questions from others.

It is always easier to ask questions than to answer them. This is especially true in a foreign tongue. With machine gun loads of questions, and adequate tools of conversation, the student is well equipped to face the world.

Now what the world wants is results. Better than sure-fire Gallup polls or statistics are demonstrations such as the one given by this author. Students trained by Add-A-Part were invited to participate in a discussion on Robotape techniques, at an area language conference which took place six weeks after they had begun to study French. After a short demonstration of the techniques, the teacher left, and let the visiting teachers talk at ease with the students-in French. It was a gamble, because the volunteering students were among those with the most severe articulation problems. But apparently they were very grateful for the opportunities for improvement made available to them—and for the progress they had made.

Comprehension has ceased to be the main goal, and is now nothing but the first step in the long process of speech-habit assimilation. Now the emphasis is on direct experience of situations of foreign life, driven home through the repetitive impact of tape and tape loop: "You talk with the tape—and the tape talks with you."

André B. de Mandach Central Michigan College

<sup>•</sup> For information on magnetic films, see Oliver Read, op. cit., or write to manufacturers, Ampro, Bell and Howell, RCA.

# Foreign Languages in the Elementary Schools

The Teaching of Foreign Languages in the Elementary School—a Realistic Analysis of the Present Movement\*

Where, when, and how to teach foreign languages seems to be the eternal question before the American educational system. In recent years a fourth question, "why teach foreign languages," has upset accepted notions and caused serious upheavals. Until the question "why" arose, the scheduling of classes in foreign languages was taken as a matter of course. Enrolments simply varied in proportion with total school enrolments. Once the very existence of foreign languages was questioned, enrolments began to drop and have continued to drop in respect to the total student population.

There is no point in reiterating the history of falling enrolments nor the arguments for and against the teaching of foreign languages. You are all familiar with the situation-if you are not, it simply means that you have not attended modern language meetings in recent years. The important point is that enrolments have dropped to such an extent that another "why" has loomed into the horizon-"why shouldn't foreign languages be taught in our schools?" It has become evident even to the most language-indifferent educators and publicspirited citizens that an ingredient was beginning to disappear from our educational soup. People who felt that the study of foreign languages was all right for someone else suddenly began to realize that the someone elses were getting fewer and fewer, and our system of education was beginning to fail us in our international obligations. Hence the drastic revivals of the last ten years, namely the Armed Forces training programs, the movement to teach languages in the elementary schools, and the Foreign Language Program of the Modern Language Association.

It was just ten years ago last February that a small group of us were called to Washington to write the original Army texts, which served as the models for all the other language texts used by the Armed Forces. It was only a year and a half ago that the national movement to teach languages in the grades was launched, at the very same time when the Modern Language Association received a grant from the Rockefeller foundation to study the role which foreign languages should play in the American schools. We are living in days of extreme importance for the future of foreign language study. What we are able to accomplish in the next year or two will determine the trend in foreign language study for the next generation or two.

Of the three movements mentioned we shall confine our discussion to the teaching of languages in the elementary school. The idea is not new. One program for teaching languages in the grades was started as far back as 1899. The successful program of Cleveland dates back to 1921. The unsuccessful state-wide program of Texas took place in 1943. The highly successful city-wide program of Los Angeles dates back to 1944. But by and large, the national movement for starting languages in the grades dates back only three or four years, with a good percentage of the programs started in the fall of 1952. You will remember that the famous speech of former U. S. Commissioner McGrath which first attracted national attention was delivered on May 2, 1952, in St. Louis. The National Conference on the role of foreign languages in American schools was held in January of this year. Therefore we are now in the very midst

\* Delivered before the Pennsylvania State Modern Language Teachers Association, November 7, 1953. of a most significant movement, which may spell success or failure for foreign language teaching in this country.

What are the reasons for the movement? Let us sketch briefly the history of foreign language teaching in this country. A century ago the only languages normally taught were Greek and Latin. Every educated person was expected to know Latin-that was the mark of his education. Toward the end of the last century modern languages began to be introduced in colleges. Occasional courses in modern languages had started at colleges such as William and Mary, and Columbia, but the major movement began with men such as Ticknor and Longfellow at Harvard. It is interesting to note that Longfellow constituted a whole language department by himself as he taught the masterworks of European literature in the original. The tradition of studying modern languages for the purpose of appreciating masterpieces of literature still remains one of the primary objectives at Harvard.

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In the last two decades of the last century modern language study began to take a firm hold; the main language was German, with French rather far behind. The interest was undoubtedly due somewhat to immigration, but perhaps the main reason was that our universities considered a degree from a German university a must for all professors in any field. The study of German was tied in with a professional career.

In the beginning of this century the interest spread from German to French, and until the First World War both languages were equally popular. In the Midwest German was taught in the elementary grades on a wide scale at that time. The First World War brought the study of German to a complete halt, and the interest was shifted overnight, as it were, to Spanish, while French continued very much in the lead. Meanwhile the study of Italian was slowly gaining momentum. By the Second World War Spanish became the most popular language, with French a close second, German third, Italian considerably behind as a fourth, Portuguese in a few scattered places, and Russian still nowhere on the horizon. Meanwhile Latin had lost its unique position as the most popular language, but was still on a par with Spanish and French; Greek, on the other hand, was practically disappearing.

The Second World War brought a considerable drop in French, German, and Italian. Then there was a sudden boom in all languages through the AST programs and through G. I. enrolments after the war. The peak in language study was reached in 1947-48. Since then language enrolments have been suffering a disastrous defeat at the hands of administrators. Interest among the general public outside of schools has unquestionably increased, as evidenced by the mushrooming of all types of private schools, adult education courses, correspondence courses, radio and television courses, language books on all drugstore counters, and countless other ways. In spite of all these manifestations, school enrolments are at their lowest proportion. Is there any wonder that enlightened people are beginning to worry about the situation?

Our new position in international affairs makes it imperative for us to deal with foreign countries. There is, of course, a vast supply of foreign born to take care of bilingual problems. Even if an ambassador has to take a laundry clerk on his staff to interpret some exotic language for him, there is always someone available. Since a chain is only as strong as its weakest link, our diplomatic relations sometimes depend on the interpretations of the only available cab driver or hotel waiter who happens to know a bit of English, but there is always someone available. The fact that our educational system makes no planned provision for training people to carry on international dealings does not seem to worry those who plan educational programs. It is only recently that the problem has become so acute that public sentiment is aroused. When a questionnaire was sent out in the District of Columbia in October 1952 to ascertain how many families wanted their children to study languages in the grades, 22,628 requests were received. Such a response was quite a surprise to the many administrators who still insist that no one is really interested in studying a foreign language. The responsibility of the schools toward the community required a new course of action.

The immediate factors which have led to the movement for the study of languages in the

grades are not difficult to analyze. First, the organized campaign to drive languages out of our school system has reduced enrolments to such an extent that even those indifferent to language study are noticing the failure of our school system in that respect. The spreading of our Armed Forces all over the world made it evident to everyone that a study of foreign languages was a valuable and desirable asset. Secondly, a feeling has developed that the failure of language study in the present form is due to unrelenting and antiquated teaching techniques, symbolized by the fact that languages are started at an age which is long past the optimum age for beginning the study of a language. There is a feeling that by beginning languages at a very early age and by utilizing the best of teaching techniques a complete revival can be effected in the public apathy toward foreign languages. The public enthusiasm for languages in the grades is perhaps as much a demonstration against antiquated teaching methods as it is a desire to increase modern language study. In the third place, the movement seems to be an escape from a complicated educational situation. The important international role which the United States must play requires a new attitude toward languages. By the very nature of things the beginning of a foreign language cannot be delayed until college, even though at present a good fifty per cent of college language students are beginners. The high school curriculum has become so crowded with required subjects that there is just no room left for languages, normally gives as electives. Therefore the only place left where languages can be introduced is the grades.

Whatever the reasons, the movement is here and it is extremely significant for the existence of foreign languages in the public schools. It is the first language movement which has stirred the public imagination. All types of people both within and outside of school systems are taking part in discussions and observing the course of the movement. Perhaps it is because there is such a parental thrill involved in hearing a child of six come home and say: "Buenos días, mamá. ¿Dónde está el viejo?" There is a genuine belief that languages do not have to be a torture—that perhaps we can dispel the fear and trepidation with which people shudder to

think of the days when they had to struggle through conjugations. There is a feeling that language study can really be fun.

Whatever the reasons, the future of foreign language study is inexorably bound with the success of this movement. If the movement fails, the public enthusiasm which is now pushing it forwards will turn into increased resistance toward foreign languages at all levels. Failure at the elementary level means that the last resort has been tried and has failed. Even the graduate professor in his ivy tower is beginning to feel the pinch of falling enrolments. Through the course of years the number of graduate students varies directly as the number of teaching positions available.

Success in the movement, however, cannot help but bring about a revival of language study at all levels. If little children can learn to speak a foreign language, and they certainly can, older brothers and sisters will be ashamed to say that they are having trouble with their French or Spanish. Just imagine little Susie in the second grade telling her baby sitter to say "Bonjour, monsieur" and not "Bon jawr, mon sewer." Success in the movement will mean that all future elementary school teachers will be expected to study a foreign language as a requirement, just as now they are expected to study music. The idea should not frighten the elementary school teacher. There is no more valuable educational asset than the understanding of at least one foreign country and its language. Success in the movement will mean that foreign language teachers will at last have achieved their goal of helping to reach a better understanding among nations. Let us not forget that foreign communities exist not only in distant places, but within practically every town. Those groups of Americans of German, Italian, Polish, Spanish, Asiatic origins will feel more at home and hence become more valuable citizens if their children grow up with an understanding and respect for each other's background.

So much for the idealistic aspect of the question. Now for the realistic aspect. What are the actual chances of success? The best that we can say at present is that "it had better succeed." We just cannot afford failure. The difficulties which arise are many—enough to stifle the movement in its infancy. First and foremost is

the fact that the language program is not an integral part of the elementary program. In most of the communities where programs have started, no public funds are made available, the teaching is done by volunteers with overcrowded programs, and even the student time is sometimes outside of regular school hours. Naturally many of the programs are on an experimental basis, but this is not the first time that an experiment is being tried in the elementary schools. If a community is interested enough to try an experiment, it should be interested enough to make provisions for it, both in time, money, and personnel. Such at least should be the objective of every program.

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A second difficulty which arises is the lack of trained teachers. Many communities are trying to solve this problem by establishing workshops or teacher-in-training courses, where college or high school teachers within the community give regular courses to elementary school teachers conducting the programs. There is distinct danger involved in this process. Linguistic habits are practically impossible to eradicate. A child will reproduce perfectly exactly what he hears, but what an adult teacher without training will reproduce in a foreign language-I wish you could hear it sometimes. I say without hesitation and I am confident that all serious teachers of languages will agree: It is better not to start a language at all than to inculcate in young children linguistic habits which will be impossible to eradicate later on.

Yet there is a perfectly feasible solution. There are all types of sound-reproducing devices which can serve as model for both teachers and students. Television can certainly be used effectively if someone can be found to sponsor a program. Tape recordings are relatively cheap and very effective. Records can be made and played in any classroom. The important point is for the teacher to keep eternally in mind that her own reproduction of foreign sounds is likely to be much less exact than that of the children. Meanwhile teacher training institutions can proceed immediately to offer training in modern languages. The ideal type of situation is the one in which the elementary teacher is also a fine language teacher; but such an ideal can be attained only through a well-organized program of teacher training.

A third difficulty arises in the lack of teaching materials for the grades. There is at present no well-organized course in any language published for the grades by any major publisher. All the existing programs are based on materials developed locally for the needs of a particular community. Such materials can be quite effective in communities where there is a committee of capable teachers who have a faultless knowledge of a foreign language and have the ability and experience to write a good text. If the program is to spread on a national scale, however, provision must be made for the countless communities where an elementary teacher with an overcrowded program is asked to start teaching a language which she does not know. In that case the success of the program is directly dependent on the materials provided.

Perhaps the greatest difficulty toward success on a nation-wide scale is over-enthusiasm and the inevitable void which follows a program that has not lived up to expectations. Let me explain. It is at present a mark of broadmindedness for an administrator to promote languages in the grades. The movement, after all, was launched by the U.S. Commissioner of Education and has attracted national attention. What more tempting invitation does a superintendent need to prove that he is not oldfashioned, particularly if a program can be started without expenditure of public funds? The expectations are boundless. The person who knows nothing about foreign language study actually imagines that by exposing a child to a language for fifteen minutes a day the child will miraculously emerge a native speaker of the language. After all, what about these miraculous new techniques that have been so widely publicized? What a bitter disappointment to parents and school officials when neither the first nor the second year of such a program brings out perfect speakers of a foreign language.

How can these difficulties be overcome? By facing them squarely before the program begins and working toward their solution until a firm footing is established. The teaching of languages in the grades is only part of a unified campaign to increase foreign language studies at all levels. The campaign must be coordinated as a program for the junior high schools, senior

high schools, and colleges as well. This does not mean that every child who begins a language in the grades must be required to take that language through college. It does mean that the child who takes Spanish in the first grade will not be expected to take the very same course in the second grade and then again in the third, until Spanish songs come out of his ears. It does mean that a definite objective of achievement must be worked out for the grades, expanded at the junior high school level, and rounded out at the senior high school level. College work in languages can then really be of an adult character.

Most of all it is extremely important that a language program should be an integral part of the elementary school program. If it is to be an enrichment core, then let it be a required enrichment core. What could be more useful for the gifted child than the knowledge of a foreign language? If music and art develop a child's natural gifts, what are the potentialities of a language for his imagination? If the language program is to be part of the social studies program, then let it be a required part. Social studies deal with the community, radiating from the individual in space and in time. Every classroom has children of eight or ten different national backgrounds, all based on different languages and customs. Isn't it the purpose of social studies to teach understanding of that community? Once social studies spread out in space, do we not run into foreign countries on all sides? Once social studies spread out in time and reach back into history, do we not run into foreign cultures at all points? Why shouldn't foreign languages be a requirement in a program of social studies?

We could continue this analysis logically throughout the program of the elementary school, but it would serve no purpose here. It is however indispensable to bear in mind that there is no reason why foreign languages should not be a requirement in the normal elementary program. Promoters of the movement should be satisfied with nothing less.

In some communities foreign languages are integrated into the present program by teaching skills in the foreign language, as for example numbers, colors, hours, etc. The idea works beautifully once the community accepts the need for the foreign language. Otherwise even the most simple minded individual will say: "Well, can't you teach those skills much better in English?" The fundamental point still remains: a community must be convinced of the need for foreign languages before a program can be successful.

As for the difficulty of the lack of trained teachers, the most feasible solution for a nation-wide program seems to be the workshop or teacher-in-training idea. The constant danger here is the limitations of the teacher. Linguistically, children can make faster progress than the teacher if they both start at the same point. Therefore such teachers must be prepared to devote a great deal of time for preparation and must continually refer to some standard as the model. Such a standard may be an itinerant native speaker, tape recordings, records, or other such devices. Experience, however, has proven one sad fact: no one can teach a language which he does not know.

The third difficulty, the lack of materials, must be remedied as soon as possible. At present each community devises its own materials, but each is different from the others. Of course problems differ and materials should differ accordingly, but what is needed is a minimum, attainable course of study based on the best teaching techniques. The elementary teacher who embarks on this language program should not have to spend night and day figuring out what to do. She has plenty of other activities to worry about in addition to languages. Commercial publishers will not venture to publish such materials at this time. It is a vicious circle: there is no material because there aren't enough classes and there aren't enough classes because there is no material. A good set of elementary books is a very expensive undertaking and at present there isn't one single grade at which there are more than a few thousand students over the nation as a whole. But, at least, commercial publishers are working with teachers shoulder to shoulder in this movement and something will be worked out. Meanwhile such materials should be made available immediately through universities or through some foundation. The success of the movement depends very much on the availability and quality of such materials.

The fourth difficulty, which I described as over-enthusiasm, requires unusual skill to overcome. The enthusiasm of the community is the life line of this movement. However, it behooves the wise teacher to dispel any extraordinary claims and stay down to earth. Children in the grades can learn to pronounce foreign languages just about as easily as their own. They can learn to say words and phrases and carry on respectable little conversations in a foreign language. They can learn to understand foreign customs, enjoy foreign music, dancing, and art, and exercise their imagination as they have never done before. But they will not be accomplished linguists in either one, two, three, or even six years of an elementary program. Learning a language is like learning music-it is a process which never ends. The only claim which a teacher can make is that a child learning a foreign language will be a greater asset to his community. If school officials expect miraculous results through new techniques, it is better to disillusion them from the start. At the same time the teacher must realize that new techniques have been devised, that language teaching can be made pleasant and enjoyable, that it is possible to learn to speak with practically no foreign accent, that languages are a wonderful experience and not a torturing mental dis-

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cipline. These are claims which can be made and substantiated.

The future of the movement? It is in the hands of the present generation working against heavy odds. I wish we could feel that the movement will take like wildfire, but even as new programs open up, old ones close down. Communities which taught French in the third grade last year are again reaching French in the third grade this year, but not third and fourth. More programs have started than have closed down, but in a country that has thousands and thousands of schools, we can scarcely say that the movement is sweeping the nation. Much of the resistance comes from the very ranks of modern language teachers, particularly in colleges, who feel that it is absurd to drop college requirements and substitute elementary school requirements. The whole movement must be conceived as part of a total campaign to make the nation language conscious and to make foreign languages a requirement for specific courses at all levels. As such it must enlist the active support of foreign language teachers everywhere. In that way the future of the movement will be assured.

VINCENZO CIOFFARI

Modern Language Editor D. C. Heath and Co.

## Notes and News

### Pennsylvania Dutch à la viennoise

4B was the liveliest, squirmiest, noisiest group of pupils I've ever had to cope with. Even the regular teachers of the Realgymnasium had difficulty in handling these thirty girls between the ages of thirteen and fourteen, who could make life wretched for the experienced instructor. I had spoken to the class a number of times and on various subjects concerning life in America, but always the Frau Professor of English had been sitting in the back of the room to help hold down that segment of the roof.

When I was asked to substitute for the teacher during two consecutive hours, I was, to put it mildly, somewhat apprehensive. I think I know how an early Christian martyr must have felt, alone and lonely in the center of a Roman arena, terrified at the thought of the uncontrollable savage beasts just behind the arena gates. I know I yearned for the comfortable calm of a college classroom, where problems of discipline never rear their ugly heads.

The best topic I could hit upon, in my panic, to interest the uninhibited Indians before me was one that had appealed to the boys and girls in the classes of the Vienna Commercial Academy: the Pennsylvania Dutch. The strange customs and outlandish garb of the plain sects; the sounds and forms, the vocabulary and sentence structure of the modified Palatinate dialect; the very idea of the existence, within the American melting-pot, of so large an ethnic group maintaining a foreign language and alien modes of living—all these factors, abetted by the picture postcards and National Geographics I had taken along to Austria for just such an eventuality, had served to intrigue other pupils and I was reasonably sure I could similarly manage to survive my two hour ordeal with the girls of 4B.

In order to provide an additional motivation for attentiveness, to assure myself of a tolerably receptive audience, I announced at the start of my lecture that the girls would have to hand in to me at my next regular appearance before the class a full report, in English, on what I had told them. During the course of my remarks I repeatedly filled the one small blackboard with English words and phrases unfamiliar to the pupils, with geographical terms and personal names which occurred in the lecture. These vocabulary items were busily copied into the notebooks with their ever-expanding English wordlists, and the girls seemed enthusiastically interested in what I was saying. I was sure I had made myself perfectly clear ( no one ventured a raised hand to request repetition or clarification of anything I said) and I expected a moderately accurate reproduction of my remarks-then I read the students' versions of them! I was both amazed and amused to learn what I had taught, according to the honest testimony of witnesses at the scene of the crime! These young ladies heard, understood, and reported about as accurately as some American newspapermen who have attempted to record our activities in Austria.

For example, I wanted to make the point that the plain people try to apply their Christian principles to daily life rather than isolate them for parading on Sunday alone. A certain Miss Schneider gave back this interesting variation, "They do every day, what they do on Sunday," while Fräulein Högl asserted quite soberly, "They don't say something which they never will make, but the Mennonites act." I thought I had carefully explained the Amish ban on part singing in their divine services until I read: "In church they sing very much, but they are not allowed to sing in the parks and on the street." Another earnest pupil said quite frankly, "The Amish people don't make music (!) but in their church they sing in unison."

My remarks about the House Amish ban on separate church structures and on the lack of theological preparation for ministers came back to me, as seen from the perspective of devoutly Catholic girls, in the following ways: "They have the divine service in a barn because a church is as worldly as a Christmas-tree"; "They may not even go to church, because they think the building is also vain and they have a cross in their homes and pray there"; "The priests are choosed"; "They have no priests, but bishops"; "The Amish have no education priests. If an old priester is dead, the young men, who like to be priest get a bible from another priest. In whose bible a peace of paper is, is the new priest."

Although I took pains to express the position of the Amish with respect to education for their children and compared the compulsory school ages of six to fourteen with the Austrian situation, these conflicting and erroneous facts were set down: "They have no schools"; "The children go to school, when they are fourteen years old"; "The boys and girls have no schools till fourteen years."

Some of the most remarkable distortions and funniest boners were found in discussing dress and personal habits of the plain people. I intended to convey the information that: (1) the Amish traditionally have observed a taboo on buttons, substituting hooks and eyes therefor; (2) care of the hair by barber or hair-dresser is considered among the Amish as evidence of vanity, which is one of the mortal sins to be avoided like the plague; (3) the Amish housewife may use a bowl or crock to cover the husband's or son's head and snip off the protruding hairs, thus producing the characteristic "bangs" of the Amishman's coiffure. That I only partially succeeded in my endeavor is evidenced by these choice items: "Only on Sunday, when they go to church, they have many, many bottoms on their dresses"; "They say: 'to go to the hair-dresser is vain.' It is forbidden

to wear permanent wave"; "The women put a casserole on their husband's Head and cut only the hair which is below the brim"; "They cut their hair with a bowl"; "The men are long-haired and being shaved by their wives"; "The Amish men are very plain people" (!).

Concerning the social gatherings—weddings, funerals, county fairs, and the like—I was delighted to learn that: "The Amish like to go to weddings and funerals. In spite of this they are the happiest people of the world"; "A Amish-man is not allowed to marry somebody, who isn't a Amish-woman"; "The farmers bring their apels, vegetabels, ships and pigs and show, how beautiful they are."

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to s"; len The furnishings (or lack thereof) of the home and the ban on lightning rods (which to the Amish signify defiance of God's will) received due attention in my remarks, which reappeared as: "They have no central heating, no steams"; "Instead of central heating they have a furnace" (!); "The people have no radio, no car, no central heating, no bathroom, no pictures, no lightning" (!!); "on their houses they have no lightning rod because they say: 'God sends it, when we are bad. He has always a cause, and a lightning rod is against God'."

One young lady, in effect summarizing this whole section of my lecture, reported about the plain people: "They live very simply and dress them so too." While the reader may wonder whether this pupil was speaking of theology or pharmacology, he must agree with her that "The Armish are very, very strong in their prescriptions." In speaking of the Dunkards another girl furnished a novel etymology for the name of this sect: "They are named after the man Tunker."

Early in my talk I pointed out the nature and origin of the Pennsylvania Dutch language and mentioned, among the "Dutch"-speaking colonies without the borders of the Keystone State, the group of some five thousand in Canada, in and around Kitchener, Ontario. However, one pupil assured me that "The Pennsylvania Dutch don't speak English but a mixture of English and a dialect of German." A second girl raised the ante a hundredfold by claiming that "In Kitchener live 500,000 Pennsylvania Dutch. Kitchener is a Germanitown in Canada," while a third, no doubt impelled by the strong inflationary pressures of our day, did even better: "In Kitchener and Ontario, in Canada, 5,000.000 people speak Pennsylvania Dutch."

Other errors in idioms, in word order, in sentence structure, in punctuation need not surprise any foreign language teacher who is aware of the difficulties inherent in the acquisition of a second language during school hours. Anyone familiar with the idiosyncrasies of German can easily trace the source of such boners as the following to a corresponding usage in that language and can visualize the predicament of a student who thinks in German while trying to write English: "They made a town"; "books with so poems"; "a mixture of all two languages"; "They are dipped three time in a river"; "They believe in the baptism for adults"; "they never go to a war"; "all people work" (the omitted); "they must stay on the country"; "in the age of

21"; "they are much more strict as other sects"; "this are the parts from which the most came"; "the Amish want to be other than all people"; "they came 1683 to Philadelphia"; "Pennsylvania Dutch were only those called who before the revolution to America came." So long as the vast majority of American boys and girls coming out of our high schools are grammatical and orthographical anarchists we can not really expect Austrian girls to be impeccable in their handling of English grammar nor need we be surprised if they make such errors in spelling as: "they are not aloud to"; "they have there churches"; necties, babtise, grupe, imigrated.

At least three obvious reasons may be cited for these sometimes exasperating, often delightful errors. Without doubt, much that I said was outside the range of the pupils' experience, understanding, and appreciation; not only the medium of expression, but also the ideas expressed were often foreign to them. Although they thought they were comprehending the main tenor of my remarks, certain details lay on the periphery of understanding, in the twilight zone where imagination had to come to the aid of experience in assessing what they heard. Sometimes a kind of folk etymology helped surmount the rough spots, even though the results did not always make sense, e.g., the ban on singing "in the parks," as opposed to singing "in parts."

While lack of understanding was the prime cause for the boners in subject matter, the errors in English usage may be attributed largely to the simple fact that there is just too much to be learned in four years of class work. Although the Austrian girls do acquire a remarkable proficiency in speaking and writing English, the vagaries of English spelling and punctuation, the differences between German and English grammar forms and word order make it impossible to expect flawless performance on a written report of this nature by even the most gifted pupil.

A third, and more fundamental, cause for error is one that frequently underlies both the previously cited causes—inadequate comprehension and incomplete mastery of the language—namely: the pernicious inattentiveness on the part of many students, whose thoughts are always elsewhere at the wrong time. The fragmentation of pupil interest by a plethora of subjects (many of which are usually felt to be more "practical" than the study of a foreign language), the claim for attention by a host of outside interests, the insistent and worrisome demands of a war-ridden and jittery world—all these militate against a concentration of attention on the subject at hand.

So long as students remain human beings and are not robots or parrots, these causes and occasions for error will persist to plague the teacher of languages, whether in Austria or America. But so long as such delightful boners are the inevitable products of human fallibility, we should continue to chuckle over them, to collect them, and to publish them so that others, too, may chuckle and thus, for a time at least, feel a little lighter in spirit!

HAROLD W. WEIGEL

Dickinson College

## Spring Symposium of Catholic Renascence Society

Featuring Jacques Maritain and a number of prominent intellectuals, who will discuss various phases of the theme "Symbol and Myth in Creation and Criticism," the Catholic Renascence Society will hold its 1954 Spring Symposium in Philadelphia, April 19–20, at the Bellevue-Stratford Hotel.

The two-day symposium schedules a morning and afternoon session of lectures and a luncheon. A renowned guest speaker will highlight the luncheon each day.

Spotlighting the program are speakers of national and international importance. These include: Wallace Fowlie of Bennington College, Marshall McLuhan of the University of Toronto, Rudolph Allers of Georgetown University, W. K. Wimsat, Jr., of Yale University, Elliot Coleman and Georges Poulet of Johns Hopkins University, the Rev.

Walter J. Ong, S.J., of St. Louis University, and Richard J. Schoeck of Cornell University.

Well-known men of letters will chairman the lectures and lead the luncheon discussions. Among these are: Helmut Hatzfeld and Craig LaDrière of the Catholic University of America, and John Pick of Marquette University. Represented in this group are prominent scholars of the Philadelphia vicinity: the Rev. Hunter Guthrie, S.J., St. Joseph's College, the Rev. John Simons, St. Charles Seminary and Immaculata College; and the Rev. Thomas Lynch, Chesnut Hill College.

Sister Mary Dominic, S.S.N.D., professor of Italian at Notre Dame College, Baltimore, is general chairman for the spring meeting, with Sister Maria Lucy, C.I.M., associate professor of French at Immaculata, as coordinator.

### The University of Kentucky Foreign Language Conference

The Seventh University of Kentucky Foreign Language Conference will be held April 22-24, Lexington, Kentucky. The general theme will be: "The Seven Ages of Man in Language Education."

One of the sections which is expected to create much interest is that devoted to the teaching of languages in the elementary schools. A tentative program for this section is as follows:

- "The Teaching of Languages in the Elementary Schools," Evelyn Van Eenenaam, Cooley High School, Detroit;
- "Make It Do," Mabel Ruyle, Jacksonville High School, Illinois;
- "German in the Fourth Grade," Ernest E. Ellert, Hope
- "The Teaching of Spanish in the Elementary Grades," Carlos Rivera, El Paso Public Schools, Texas;
- "An Experiment in Teaching French in the Elementary School," Ann R. Blumenfeld, Louisburg College, N.C.;
- "Le Français pour les tous-petits," Renée Cornelld'Echert, Forrestal School, Huntington, N.Y.;
- "Foreign Languages in the Elementary Schools of Richmond, Virginia," Mildred Kline, Richmond Public Schools, Va.;
- "Foreign Languages in the Elementary Schools of At-

- lanta, Georgia," Evelyn Ewing, Atlanta City School, Ga.;
- "Teaching Spanish in the Second Grade," Elizabeth L. Etnire, Central Michigan College of Education.

There will also be a most interesting program devoted to the teaching of languages in the High Schools. The tentative program is as follows:

- "Personality: the Third Dimension in Language Teaching," Clarence Wachner, Detroit Public Schools, Michigan;
- "Techniques for the Teen Age," Leona Glenn, West High School, Columbus Ohio;
- "A Junior High School Exploratory Course in Languages," Ruth E. Wasley, New York State College for Teachers;
- "Relation between Language Study and Proficiency in English," Sarah S. Felts, Chattanooga High School, Tennessee;
- "¡Salve el Caracol!" Lucy J. Cracraft, Frankfort High School, Kentucky;
- "Special Problems of Teaching French," Zelma F. Weaver, Dunbar High School, Lexington, Kentucky;
- "Language Arts Program in the North Syracuse High School," Elizabeth Weibzahl, North Syracuse High School, N.Y.
- Other programs will be announced in April.

## Audio-Visual Aids

#### NEW FILMS

Germany:

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"Germany," 1953, 27 min. Produced for television by March of Time. Depicts the industrial and rebuilding programs of West Germany today. (McGraw-Hill Book Co., 330 W. 42nd St., N. Y. 36.)

"Mr. Miller's First Night," 1952, 25 min. B&W and Color. Free-loan. Intended for use by schools, groups and travel agents. The tale of a "camera mad" couple who travelled back to Germany to see the Fatherland once again. Involves a series of amusing incidents, along with scenes of the Rhine, Tegernsee, Frankfurt, Hamburg, Muchen and many others. (K.L.M. Airlines 220 E. 42nd St., N. Y. 17.)

"This is the Saar," 1952, 13 min. Free-loan. Produced by Paul Legros; narrated by John Daly. Presents the people and industries of the Saar Basin and their importance to the economy and peace of Europe. (Research Survey, Inc., 8 W. 40th St., N. Y. 18.)

Italy:

"Pagliacci," 1952, 14 min. Sale: \$45. Rental \$5. Singers in costume present the best known arias from the opera. (Musart Productions, 2 Columbus Circle, N. Y. City.)

"Rigoletto," 1952, 12 min. Sale: \$45 Rental: \$5. Singers in costume present the best known arias from the opera. (Musart)

"Titian, The Boy Painter," 40 min. Color, Sale: \$375. Deals with struggles of young Titian, used chiefly in art classes in the study of Renaissance Italy. (Children's Productions, P. O. Box 1313, Palo Alto, Cal.)

#### France:

"Colette," 1953, 30 min. Apply for purchase or rental. Commentary written and spoken in French by Mlle Colette herself, with English titles by Roger Senhouse. Production consultant, Jean Cocteau. A life of France's most

popular living novelist as seen in her own review of the places she lived in, the music hall days, her literary works, and her many friends among humans and cats. Uses early films, photos, theatre bills, contemporary views of the countryside of her novels, and Colette and Jean Cocteau in live action films today. (Brandon Films, Inc. 200 W. 57th St., N. Y. 19.)

"Two Worlds of France," 1953, 26 min. Color. A new March of Time TV film on France. Film opens with Paris, showing colorful cafés, famous landmarks and places of entertainment. In contrast to gay Paris, guest narrator Jacques Fray guides viewers to Beaulieu, a small village in the Dordogne Valley, typical rural town, where we see a wedding, truffle digging and eating, dancing and other exciting activities of Beaulieu. (McGraw-Hill Book Co., 330 West 42nd St. N. Y. 36.)

Franco-American Audio-Visual Distribution Center, Inc. 972 Fifth Ave. N. Y. 21 (FADC) announces the following latest imports from France, available for rental on nominal arrangements: "Terre et Hommes," 20 min. Made with the cooperation of Picasso, shows the ceramic workers of Vallauris. Picasso himself is portrayed surrounded by less well-known craftsmen. "La visite du Président Auriol aux États-Unis," 18 min. Newsreel report of President Auriol's visit in the Spring of 1951. "Conquête de la neige," 18 min. Shows skiers in the Alps and the construction of a new ski station. "La Jeune Froêt," 23 min. English version available (Wealth of the future). Story of rural education in Morocco, showing how the children are taught to improve their way of life while learning the essentials of reading and writing.

#### NEW LATIN AMERICAN FILMS

#### Latin America:

"Cruise Ship," 18 min. For lease. This is America series. Produced by RKO, Pathé. A

voyage from New York to South America aboard the Santa Paula, a Grace Line pleasure ship. Includes scenes of Curaçao, La Guaria, Puerto Cabello, and Cartagena, and of the operations of the ship, as well as the pleasures afforded the passengers. (McGraw-Hill)

#### Cuba:

"A Nation Is Fifty," 1952, 18 min. This is America series. Lease arrangements. Produced by RKO. Shows events in recent politics including the overthrow of the Socarrás government by Fulgencio Batista, recalls events from Cuban history, and surveys the industries, resources, and principal cities of the 50-year old Republic of Cuba. (McGraw-Hill)

"Kenaf," 1952, 7 min. Color. Sale: \$42.52. Produced by the U. S. Department of Agriculture. The story of kenaf, a jute-like fiber transplanted from the Orient to Cuba and now flourishing in that country. Its primary use is cloth for sugar bags. (United World Films, 1445 Park Ave., N. Y. 29, and other offices.)

#### Mexico:

"Old Mexico," 30 min. Color. Free-Loan. The beautiful scenery, native and urban life and resorts of Mexico as seen from the Pan American Highway, Laredo, Texas, to Mexico City, and Mexico's Highway Route 3 to Taxco and Acapulco. (Continental Bus System, 315 Continental Ave., Dallas, Texas.)

#### Honduras:

"Honduras," 42 min. Color. Loan. Available in English and Spanish versions. Announced earlier in this column this beautiful film shows the culture, archeology and economy of Honduras. It emphasizes mining, agriculture, communication, and forward strides taken by Honduras.

duras in internal development. (United Fruit Co., Pier 3, North River, New York 6.)

#### ON THE RECORD

"Foreign Language Instruction in America," by Earl J. McGrath, former U. S. Commissioner of Education, is a 40 minute-record available for \$6.90 from Educational Recording Services, Myron S. Olson, Ph.D., Director, 5922 Abernathy Drive, Los Angeles 45, Cal. It is a 12 inch, non-breakable disc which can be used on any 33\frac{1}{3} RPM player.

Trans-Radio Productions, Inc. 683 Boylston St., Boston 16, Mass., has just released the first of a series of "Journey in French Records," written and read by Professor and Mme Armand Hoog, of Harvard University and Middlebury College. Available through record dealers.

Henry Holt and Co., 383 Madison Ave., N. Y. 17, has a new set of records specially prepared for the teaching of French in the elementary school. The material is based on Ernst and Levy's Le français leçons préliminaires. According to announcement a new and complete set of records will soon accompany the revised edition of Harris and Leveque's Conversational French, published by Holt.

#### FILMSTRIPS

"Sharing skills," 47 frames, is a United Nations filmstrip to show the sharing of the world's resources of technical "know-how." There are scenes of new airports in El Salvador sequences showing hydroelectric development in Bolivia.

"France: A Unit in European Geography," \$6. Color, prepared for French and social studies teachers, showing the geography of France as representative of European geography. (Franco-American Audio-visual Center, 972 Fifth Ave., N. Y. 21.)

J.S.

# Meetings

## Northeast Conference

The Northeast Conference on the Teaching of Foreign Languages will be held in Providence, R. I., on April 9-10, 1954, at the invitation of Brown University and Pembroke College. The Conference is a continuation of the Barnard-Yale conferences; expanded, however, to include all modern languages. The territory which it involves covers the Atlantic states, north of Washington, D. C., including all New England

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As of December 4, the following 56 institutions and professional associations are contributing to its support:

| Adelphi                  | Mount Holyoke              |
|--------------------------|----------------------------|
| Albertus Magnus          | Pine Manor Junior College  |
| American International   | Princeton                  |
| Amherst                  | Providence College         |
| Barnard                  | R. I. College of Education |
| Beaver                   | St. John's                 |
| Boston College           | St. Lawrence               |
| Boston University        | Simmons                    |
| Brown and Pembroke       | Skidmore                   |
| Bryn Mawr                | Teachers Coll. of Columbia |
| Coll. of Mt. St. Vincent | Teachers Coll. of Conn.    |
| Coll. of New Rochelle    | Trinity                    |
| Coll. of Our Lady of the | Univ. of R. I.             |
| Elms                     | Univ. of Vermont           |
| Coll. of St. Elizabeth   | Vassar                     |
| Coll. of St. Rose        | Wash. Square Coll., NYU    |
| Columbia                 | Wellesley                  |
| Conn. Coll. for Women    | Wheaton                    |
| Dartmouth                | Williams                   |
| Emmanuel                 | Yale                       |
| Fordham                  | Yeshiva                    |
| Georgetown               |                            |
| Harvard                  | AATG                       |

The Conference chairman is Professor Hunter Kellenberger. An Executive Committee has been set up for the organization of the Conference. This committee includes the following:

**Boston AATF** 

MLA of America

New Jersey MLA

New England MLA

R. I. Chapter AATF

Conn. Chapter AATF

Theodore Andersson, Yale University Nelson Brooks, Westover School Andre Mesnard, Barnard College Werner Neuse, Middlebury College Arthur Selvi, Teachers College of Connecticut

Hobart and William Smith

Immaculata

Manhattan

Middlebury

Morgan State

Mass. Inst. of Tech.

Richard H. Walker, Bronxville Senior School Donald Walsh, Associate Secretary, Modern Language Association

An Advisory Council has been set up with representatives from each sponsor.

A central theme, "The New Role of Foreign Language Teachers in American Life," has been selected, and a working committee to study the manifestations and developments of this role has been organized under the chairmanship of Professor Theodore Andersson in cooperation with the Modern Language Association of America. This committee will include not only teachers but representatives of industry, business and government.

Five other working committees have been set up: The Committee on Tests and Measurements with Dr. Nelson Brooks as chairman will work on the preparation of examinations to test oral facility in language. The aural tests which were developed by this committee in preceding years have now been taken over by the College Entrance Examination Board as an experimental project.

Professor Arthur Selvi will head the Committee on Foreign Language instruction in Elementary Schools. Their main project will be to consider the basic principles underlying the preparation of materials for successful teaching in the various grades and to prepare syllabi and courses of study for this level.

Professor Stephen Freeman will continue as chairman of the Committee on the Preparation of Elementary Language Teachers.

Mr. Richard Walker will head a committee to study the application of structural linguistics to the teaching of language. More specifically, they plan to explore the use of film strips in the teaching of language patterns. Mr. Walker has pioneered in such work in the teaching of Latin.

A committee on the Teaching of Literature, headed by Professor Norman L. Torrey of Columbia University, is also planned. Their main problem, as it appears at this time, would be to consider the place of literary material in instruction on all levels with special attention to the teaching of literature on the advanced secondary school level and the freshman year at college.

In addition, the School and College Study of Admission with Advanced Standing will present a report on its work in a general meeting and the French, German, Latin and Spanish committees will conduct group discussions of the examinations they are preparing whereby able students may obtain college credit for advanced work done in the secondary school.

Present plans are as follows: The Conference will begin with registration on Friday, April 9, at 1:00 in the after-

noon. There will be a general meeting at 2:00 with reports from five of the working committees and the report from School and College Study, followed by a group discussion of two committee reports. Dinner will be at 6:30, with addresses by President Henry H. Wriston of Brown University and another speaker. A report on the Foreign Language Program of the Modern Language Association will follow.

On Saturday morning, April 10, there will be group dis-

cussions of three additional committee reports and of the School and College Study. After lunch there will be a general meeting. Professor Andersson's committee will make their reports and the group discussions of the committee reports will be summarized.

Detailed programs will be mailed late in February. All persons wishing copies should write to Professor Kellenberger at Brown University.

### Meeting of Classical and Modern Language Teachers of Western New York

The annual fall meeting of the Classical and Modern Foreign Language Teachers of the Western New York Zone was held on October 30, at 2:00 p.m. in the Student Union of SUTC, Buffalo, New York. Dr. J. Alan Pfeffer presided.

A Symposium on "Foreign Languages in the World Today" constituted the main part of the program. Mr. William P. Moss, Cling Surface Co., Buffalo, New York, spoke on "Languages and Industry." Mr. Moss stressed the need for the exporter, the research scientist, the traveling salesman, the technical assistant in government work to know well both his own language and many foreign tongues. Mr. Moss proved his point by citing many personal experiences in which he had found his own extensive knowledge of foreign languages extremely helpful.

Dr. Oliver P. Jones, Assistant Dean of the Medical School, University of Buffalo, Buffalo, New York, spoke on "Languages and Medicine." Though Dr. Jones did not minimize the importance of French and German in medical research, he brought out the fact that much is being done in the areas of the world where Spanish, Portuguese, and Russian are the 1 redominant languages. He urged, therefore, that a knowledge of one foreign language be required for entrance into a medical school but that the choice of language not be limited to French or German. He also explained that while the general practitioner may not find much direct use for a foreign language in his work, the study of a foreign language will greatly aid him in other ways: 1. to learn his own language with greater understanding and accuracy; 2. To discipline him to look up the meaning of words and see their meaning more clearly; 3. To destroy the insularism of American medicine today. Dr. Jones also bewailed the fact that so few pre-med students study Latin. He would like to see all pre-meds have two years of that language.

Lt. Col. Roswell W. Ard, Department of Air Science,

University of Buffalo, Buffalo, New York, spoke on "Languages and the Armed Forces." Lt. Col. Ard stressed the fact that the Armed Forces need language help. He described the set-up for the teaching of foreign languages in the military services during World War II and today. He said that if the United States is to lead we must lead by understanding and that there is no understanding without language. He brought out the fact that the Air Force is in the process of giving tests to all its personnel to ascertain what language skills may be found among its men.

Dr. Edward G. Schauroth, Head of the Department of Classical Languages at the University of Buffalo, New York, struck out vigorously at the critics of Foreign Language teaching. He declared that language was man's greatest achievement and that writing was his greatest invention, yet, he continued, there are many educators who would teach a vulgar form of language, devoid of beauty and often of meaning, and who would thereby relegate Shakespeare and the King James Bible to the realm of foreign languages. These men would change education into another, more grandiose form of entertainment. Language study, he maintained, teaches not only the language but also diligence and perseverance, and leads to thought and meditation—all qualities lacking in our people today. He attributed the desire of these educators in their wish to abandon foreign language study to an inferiority complex. They wish, he said, to pull others down to their own level. He warned Modern Foreign Language teachers not to attack the teaching of the Classical Languages as they have done in the past. He maintained that once the critics have destroyed the study of the Classics they will turn on the Modern Foreign Languages and destroy them, and that not all the vocational qualities of the latter will save them.

MARGARET E. ALVORD
Secretary, Classical and Modern Language Sections
Western Zone NYSTA

## A.A.T.G. Chicago Chapter

The Fall Meeting of the Chicago Chapter of the A.A.T.G. was held November 14, 1953, at 12:15 at the Illinois Institute of Technology Student Union Building, Federal and 33rd Street, with Dr. Arnold J. Hartoch presiding. Forty-two members and five guests were present. They were welcomed by Mr. Philip B. Lottich, Director of Admissions at the Institute, who gave a brief history of the school, and also of the "face-lifting" which the neighborhood is to undergo in the next few years.

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A guest was introduced: Prof. Erich von Richthofen, formerly from Breslau. He is "Vertreter der Schlesischen Landmannschaft." He is in America in the interest of Expellees from Schlesien and is also working for better relations between Germany and Poland.

After the reading of minutes from the Spring Meeting, Miss Elsa M. Birkner gave the Treasurer's Report which showed a balance of \$210.83. Miss Ruth Wegat, Treasurer of the Scholarship Committee, reported that the Scholarship Fund contained \$716.92, of which \$200 is unclaimed money from last year's Contest. Dr. Fritz K. Richter, Chairman of the Scholarship Committee, announced that an invitation to this luncheon had been sent to Leonard Thunberg, Thorton High School, winner of last year's Contest. The letter received in answer was read, in which Leonard expressed his regrets at not being able to come, because he is in New York at this time. Dr. Richter also announced the Meeting of the Literary Society on Friday, at which one of our members, Dr. George Metcalf, would be the main speaker.

Mr. Robert Kauf, Program Chairman, reported on the success of his interview with Mr. Paul Zimmerman, Manager of the Davis Theater, 4016 N. Lincoln Avenue, which is now showing German Language Films. The Theater will send out notices to all teachers on the mailing list and is offering a student rate of 50 cents (regular price 75 cents), to anyone presenting his student identification card. Carl Zuckmayer's Der Fröhliche Weinberg will be shown beginning November 19.

Dr. Arnold J. Hartoch asked for help in revising the membership list and getting new members. A Committee of three was appointed: Dr. Elfriede M. Ackermann for teachers in Public High Schools, Miss Elsa M. Birkner for teachers in Parochial Schools, and Dr. Curt Goedsche for teachers in College and University.

Dr. Ackermann reported on the Inter-Language Committee, organized in Sept. 1952. It now has 16 members, which means 8 languages are represented: French, German, Spanish, Italian, Hebrew, Greek and the Slavic Languages. Its 5 objectives are: 1) to act as co-ordinating committee between teachers of all the languages, 2) to interest the Board of Education in more languages, 3) to get the languages into Grade School, 4) to collect material and realia as teaching aids, 5) to give a shot in the arm to anybody who

thinks languages are on the way out. This Committee last year published a calendar of events for all language groups and is doing the same this year. They are working to provide enrichment for gifted students. They plan a tea of welcome at the beginning of the year for all new teachers; and at the end a farewell tea for retiring teachers. Dr. Ackermann asked for a good attendance of local teachers at the National Convention at the Morrison Hotel December 28 and 29, closing with the remark: Deutsch darf nicht untergehen!

Dr. Curt Goedsche announced that Evanston Schools will give German a trial in the 7th and 8th Grade this second Semester.

Several Songs were sung under the direction of Miss Clara Lawin: Omnibuslied—Hans Spielman—Jugendlied, accompanied by Mr. Otto Piper on the guitar and Mr. Benno Grahn on the accordion.

The main speaker of the meeting was introduced by our Program Chairman, Mr. Robert Kauf: Dr. Ian C. Loram, Assistant Professor of German at Northwestern University. His Topic: "A Discussion of Carl Zuckmayer, His Life and Works." Dr. Loram visited the author recently at his home in Vermont and therefore has first-hand information.

1. The main facts about Carl Zuckmayer's life as given by Dr. Loram are: He was born in 1896 near Mainz, was soldier in World War I, later resumed his studies at Frankfurt and Heidelberg, then turned to writing. His first successful comedy was published in 1925: Der Fröhliche Weinberg. Some of his writings did not please Hitler and his Gestapo, but Zuckmayer managed to escape to Switzerland in 1938, and soon after to America, where he has lived ever since, with his wife and two daughters. He bought a farm in Vermont, thinking that life in the country would be more conducive to writing. However, the first 8 years were so rough, that farming took all of his time, and only gradually could he get back to his main interest. Later, as royalties on his books began to come in, the family moved into the city, and now divide their time between town and country.

2. As to the Author's personality, Dr. Loram mentioned especially his vitality and optimism and zest for life. And those are the characteristics of most of his dramas also. He fully realizes his obligation to this country, as he expresses himself: "Amerika hat mir die Chance gegeben, in meinem Beruf, meinem Denken und Schaffen und Wirken Europäer zu bleiben, und doch Amerikaner zu sein." It is too bad that Zuckmayer is not better known here in America.

Respectfully submitted,
GERTRUDE SCHLUETER, Secretary

Proviso Township High School Maywood, Illinois

## Book Reviews

CHARLTON LAIRD, *The Miracle of Language*. World Publishing Co., Cleveland, 1953. xii+307 pp. \$4.00.

Here is an account of language, based almost exclusively on English, which is sprightly and jocular throughout, rollicking in spots, slightly forced in others. It is humorous, easy-going, tolerant, and good for the general public. The author is apologetic in his preface (p. xii: "No one who knows anything of language will suppose that this volume purports to be a contribution to scholarship."). But he needn't be. The function of true scholarship is to spread knowledge, not to restrict it or obscure it.

White the treatment smacks of deliberate levity, designed to attract the lay reader, the subject matter is compact and fairly complete. One of the many concessions Mr. Laird makes to the lay mind is to start off with vocabulary, that most picturesque and entrancing of the divisions of language. The first seven chapters are devoted mainly to etymologies, word-histories, analogies, linguistic loans. Then he swings into phonology, morphology, syntax, spelling, pronunciation, even punctuation. But by this time he has won his reader's confidence, and can afford to get serious.

His linguistic philosophy is in the main sound. He is no extremist, no devotee of a given school. Take, for example, this statement (p. 139): "To call Grimm's and Verner's statements 'laws' is to seem to give them an authority they do not have. They are not laws even in the sense that the law of gravity is a law." Or take the one about usage (p. 257): "In language, whatever is, is right-provided it 'is' enough so that enough people want it that way for a long enough time." Or the one (p. 258) in which he criticizes a national trait: "But if the scientific method serves us well, it also blinds us. Surely it must be obvious that we make the most egregious blunders, national and international, public and private, because we do not sit down and think long and seriously about things. We like to work things out, not think them out." Surely, these are the marks of a wellbalanced, observing, reasonable mind.

This is not to say that we can agree with all of Mr. Laird's points of view or methods of procedure. He devotes all of Chapter X to a condemnation of traditional English grammar, which he views as inherited from Latin (an inflectional language) and imposed upon a distributional language like English. Then, on p. 177, he gives us this astounding statement: "Since Beowulf and the Canterbury Tales had become works of art, their grammar became subjects of scholarly study. Gradually, students who had gone to the older literatures for love of the literatures saw in these works evidence that English grammar was a native thing, that it existed before Anglo-Saxons knew anything about Latin, and that English seemed quite capable of

living on its own resources, using a grammar that differed sharply from Latin." Actually, English grammar gets closer and closer to Latin the farther back we go. Can Mr. Laird seriously deny that the Anglo-Saxon of *Beowulf* is just about as inflectional as the Latin of Cicero?

In Chapter XII, the author presents the logical absurdities of English in such a diverting and convincing fashion that one gets the feeling that the language itself, perhaps, should be abolished, rather than the grammar. Then, in the following chapter, he offers a plan for a new English grammar which a layman will probably find the hardest thing to digest in the entire book.

On p. 283, this statement appears: "Many scholars, and more particularly many anthropologists, would insist that a movement from inflection as a grammatical device toward distribution seems to be a movement toward a modern world, as the forsaking of fascism for democracy seems to be a movement toward a modern world. And who shall say, in the intimate relations of man and society, of language and life, that they are not related?" If there is such a link between languages and forms of government, then we can confidently expect the Chinese, who according to Laird's theory must have been the most democratic people throughout the world's recorded history, to revert to an inflectional system now that they have gone over to Red Fascism.

On p. 284, Mr. Laird, who does not care for constructed languages for international use, offers this consideration, which was deemed worthy of being reproduced among the memorable quotes on the second page of the New York Times Book Review: "One has only to consider what would happen if tomorrow the United Nations were to decide to compromise on a 'dark horse' language, and name Nahuat, a language of the Mexican isthmus, as the world medium of exchange. Nahuat seems to be an excellent language, and it need occasion no Romanic-Germanic rivalry, no conflict of the East and the West. But what would happen? Nobody would learn Nahuat." Why not, one wonders, if the choice of Nahuat as a world language were implemented with the same compulsory educational devices that are used in the case of national tongues?

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In works of this kind it is impossible to avoid factual errors, and the reviewer who has similar works on his conscience is impelled to follow the Lord's Prayer, and forgive others' trespasses as he wishes his own to be forgiven. At the same time, it is both fair to the readers and charitable to the author, in view of possible future editions, to offer a list of such errors.

Ulfilas is said (p. 29) to have translated the Bible from Latin into Gothic. It seems much more likely that Ulfilas translated from the Greek version.

On p. 80, Mr. Laird warns against popular etymology; on the next page, he offers the exploded pommo dei Mori as the original Italian form of "tomato." In any event, the word is pomo, not pommo.

English "street" is said to come from Latin strada (p. 87). Strada is good Italian, but the Latin form is strata.

We doubt that even English law clerks ever got their Norman French so badly mixed up as to say "Il jeter un brickbat que narrowly missed" (p. 90). Il jeta would seem more likely.

Among words said to come from Anglo-Saxon (p. 114) we find "die" and "are." These forms come from Scandinavian Danish, not from West Germanic Anglo-Saxon.

We presume that the IPA transcriptions [3] as "the final consonant in sing" (p. 123), [jiustay] and [ufəy] for -ution (p. 130), and [restə'ənt] for restaurant (p. 132) are misprints. This applies also to "Modern German hackle" (p. 136).

"Foot in English is pedes in Latin" (p. 138). Hardly; foot is pes, and pedes means feet.

"Haec est autem vallis ingense" (p. 161). This does not mean "There is next a large valley," but rather "This, however, is a large valley." *Ingense* should be *ingens*.

The French word for "sin" (p. 225) is not the twice-repeated pêche (which means "peach"), but pêchê.

Scriptorum (p. 226) should be scriptorium.

Thesauruses is used as the plural of thesaurus (p. 241). Should this not be thesauri, even in English?

In the ninth century, says Laird (p. 233), "French can hardly be said to have existed as yet." We are not among those who place the origin of French in the fifth century; but by the ninth, documents like the Oaths of Strasbourg and the Séquence de Sainte Eulalie testify in the most definite fashion that French existed even for literary purposes, let alone as a spoken language.

Latin American Spanish is said (p. 287) to be "rapidly breaking up into Mexican Spanish, Cuban Spanish, Chilean Spanish and the like," and the prophecy is made that if this continues, Spanish may not remain the language of Latin America, but become the ancestor of a Latin-American linguistic family, with the consequence that it will have no future as a world language. If this is true (and we doubt it), then it is equally true of English, with its many British, American and Dominions varieties. It is our impression that Spanish speakers from different parts of Spanish America (not Latin America, for that includes Portuguese-speaking Brazil and French-speaking Haiti) have less difficulty understanding one another than a speaker of General American, one of Cockney, one of Oxford English, and one of the Yorkshire dialect. It is all very well to grind an axe on behalf of English as a world language, and we have done it ourselves on occasion; but let us be objective in considering the linguistic realities.

MARIO A. PEI

Columbia University

The Columbia Encyclopedia, 2nd Edition. Edited by William Bridgwater and Elizabeth J. Sherwood. New York: Columbia University Press, 1950, lv-2203. \$28.50.

When the first edition of *The Columbia Encyclopedia* appeared, it received almost universally laudatory reviews, and the publication of the second edition, revised

and enlarged, in 1950, was greeted by a series of reviews equally approving in tenor.<sup>2</sup> The preface to this second edition speaks of the expansion and complete revision of the earlier version,<sup>3</sup> and in explaining the scope of the work has this to say:

Since first aid and essential facts are all that a general encyclopedia can now give successfully, they are all that The Columbia Encyclopedia attempts to give. It contains no technical treatises. It does not try to instruct a specialist in his specialty. The specialist who expects to find technical information should not, in any case, be consulting a general encyclopedia, but rather technical works and reference works in his field. In The Columbia Encyclopedia he may find only ready reference, reminders of dates, titles, and the like. The substance of the articles is essential information in language intelligible to the ordinary reader—which the specialist becomes in every field but his own.

Certainly no one could quarrel with this reasonable attitude. The specialist has no right to criticize the work for lack of breadth in its coverage of his field. In this respect, however, the Hispanist has but little cause for complaint, for a check of the entries using as a guide those of the Diccionario de la literatura española of the Revista de Occidente reveals only three major names missing, Luis de Granada, Adelardo López de Ayala, and Clarin. Again, in a one-volume work addressed to the general public, the Hispanist cannot object to what may seem to him a gross disproportion in the length of its entries, so that Pancho Gonzales, the professional tennis player, receives fourteen lines, and Góngora, on the same page, only two lines more. Although the specialist in Hispanic literatures should not, as the preface points out, seek technical information on this subject in a general encyclopedia, he has the right, and perhaps the duty, of checking this material for its accuracy. He may, in fact, judge the entire work by the treatment accorded this material. In this case, he would be forced to conclude that The Columbia Encyclopedia is a source of much misinformation, as well as an example of unbelievably careless editing in a work appearing under such a distinguished imprint.

I list below the errors I have found in articles dealing with Hispanic literatures, making no attempt to distinguish relatively unimportant errors, such as misspellings or missing accent marks, from major ones, since some entries contain errata of both kinds. Certain chronological matter is more than a little suspect, but I omit mention of it where consulting other standard reference works shows some support for the questionable dates. Finally, as an example of inconsistency, rather than error, I should like to cite the practice of providing English translations for some Spanish

1 New York: Columbia University Press, 1935.

<sup>2</sup> See Subscription Books Bulletin, VI (1935), 54-57 and XXII (1951), 46-48; also Book Review Digest, 1936, p. 205 and 1951, p. 187.

<sup>3</sup> The twenty-four page 1953 Supplement to the Columbia Encyclopedia makes no changes in the articles on Hispanic literatures except to record the deaths of Altamira y Crevea, Mariano Azuela, Enrique González Martínez, and Pedro Salinas.

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titles and leaving others untranslated, even within the same article.

Alarcón, Pedro Antonio de: Read El escándalo, not escandalo.

Alarcón, Ruiz de: It is misleading, at best, to refer to "Alarcón's carefully wrought plays in the classical tradition..."

Alemán: Mabbe's translation of Guzmán de Alfarache should be dated 1623, not 1922.

Alvarez Quintero: Read Las de Cain, not Cain; and Doña Clarines, not Dona.

Baroja: Read Pio, not Pio. Baroja was born in 1872, not 1879. Read El mayorazgo de Labraz, not mayorazzo; this work was published in 1903, not 1902.

Benavente: Read El principe que todo lo aprendió en los libros, not principe.

Bretón de los Herreros: Read Muérete—y verás, not veras. Castelar: Castelar has been demoted from "head of the government in 1874" (first edition), to "foreign minister (1873-74) in the short-lived republic that followed the abdication of King Amadeus" (second edition).

Encina: Read Plácida y Victoriano, not Placida.

García Gutiérrez: García Gutiérrez was born in 1813, not 1812.

García Lorca: Read Poeta en Nueva York, not Neuva.

Góngora: Read Panegýrico al duque de Lerma, not Panegyrico.

Gutiérrez Nájera: Cuentos de color de humo is translated as "stories in the color of the earth."

Huidobro: Huidobro died in 1947, before the appearance of the second edition of the Encyclopedia, and this date should have been recorded.

Larra: Read Macias, not Macias.

Luis de León: Read Profecta del Tajo, not Profecia.

Lope de Vega: The editor lists "among his best-known plays" the following five titles: El mejor alcalde el rey, La estrella de Sevilla, El rey don Pedro en Madrid, La tragedia del rey don Sebastián y bautismo del principe [sic, without accent] de Marruecos, and El Vellocino de oro! Surely any graduate student could improve on this list, with its inclusion of two plays of doubtful attribution and its omission of such works as Peribáñez y el comendador de Ocaña, Fuenteovejuna, El caballero de Olmedo, La moza de cántaro, and many others. The article also devotes six lines out of thirty-two to La hermosura de Angélica, La dragontea, and La corona trágica, but does not even mention the much more important La Dorotea.

López de Ayala, Pedro: Of his literary works, this article says, "He is best known for his chronicle..., which is considered very reliable. He also wrote poetry." In the general article on Spanish Literature, no mention is made of the Chancellor as a chronicler; only the Rimado de palacio is named.

Machado, Antonio: The article mentions his brother Manuel, who died in 1947. This date should have been recorded.

Martínez de la Rosa: Read Epistola al duque de Frias, not Frias. Martínez de la Rosa's play La conjuración de Venecia is described as "the first real success of the romantic theater in Spain." Compare with this the statement in the article on Spanish Literature about the

duque de Rivas, "whose play Don Álvaro; o, La Fuerza del sino was the first victory of the romantics in the theater..."

Martínez Sierra: Read Tú eres la paz, not Tu.

Medina: Read Los abortgenes de Chile, not aborigenes.

Menéndez Pidal: Read La leyenda de los infantes de Lara, not legende. Among Menéndez Pidal's works appears "L'Epopée castillane (French, 1909; Spanish, 1918)." The French version appeared in 1910, not 1909, nor do I know of any Spanish edition before La epopeya castellana a través de la literatura española (Buenos Aires, 1945).

Palacio Valdés: Nuevo viaje al Parnaso is translated as "new roads to Parnassus."

Palma: Read Armonias: libro de un desterrado, not livro.

Pérez de Ayala: Some change is needed in the curious chronology of this sentence: "From 1904 to 1916, three books of his poems were published, each of which has a special symbolism—La paz del sendero (1903), the earth; El sendero innumerable (1916), the sea; and El sendero andante (1921), the river." It is difficult to see how anyone who had read La pata de la raposa could describe it as "the story of his [Ayala's] courtship of an American wife." Since Tigre Juan is named among Ayala's novels, surely its second half, El curandero de su honra, deserves listing.

Pérez Galdós: It is questionable that, as the editor claims, "He owes his fame chiefly to the *Episodios nacionales*." This assertion is repeated in the article on Spanish Literature.

Pí y Margall: Read Pí, not Pi.

Quevedo: Read Epistola satírica y censoria, not Epistola. Reyes: Read Visión de Anáhuac, not Anahúac.

Spanish American Literature: Referring to the last-named work of Reyes, the editor does not misplace the accent on Andhuac this time; he omits it entirely. Read Vordgine, not Voragine, and yanqui imperialism, not yanqui (in connection with the works of Blanco-Fombona and Ugarte).

Spanish Literature: The editor refers to Pérez de Guzmán's "historical Semblanzas." I do not recall ever hearing this work referred to except under the title of Generaciones y semblanzas. We are told that Juan de Mena and the marqués de Santillana lived during the reign of John II of Aragon, instead of John II of Castile. Even for a schematic presentation, this statement is too categorical: "At the end of the 15th cent., . . . the Renaissance spirit, represented by the outstanding prose work of the period, the novel La Celestina (1499), invaded Spanish letters." Lope is credited with being the "author of about 1,800 plays." A list of the important novelists of the first quarter of the twentieth century includes Valera, who died in 1905 and produced no novels in the twentieth century; Pereda, who died in 1906 and published only one novel in this century; and Alarcón, who died in 1891! On the other hand, Galdós is mentioned only as "the dominant figure in the realistic novel of the 19th cent., above all for his series of historical novels called Episodios nacionales," though the last two series of Episodios, as well as other novels of Galdós, appeared in the twentieth century. The list of best-known essayists of this century contains the name of Ortego

[sic] y Gasset. Finally, Valle-Inclán is mentioned nowhere in this article.

Tirso de Molina: El condenado por desconfiado is translated as "the man damned by jealousy!" This is scarcely an improvement over the translation in the first edition of the Encyclopedia, "The Condemned Heretic."

Unamuno: Read La vida de don Quijote y Sancho, not Ouizote.

While it is true that the great majority of the errors detailed above are unimportant ones, their very frequency is damning. A reference work is useful only as it is accurate, even in minutiae. It is to be hoped that in the inevitable third edition of *The Columbia Encyclopedia* the genuine utility of the work will be enhanced by a careful revision of the entries on Hispanic literatures, as well as of any others where inaccuracies may be found.

HENRY N. BERSHAS

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HARRIS, ZELLIG S., Methods in Structural Linguistics. Chicago, University of Chicago Press, 1951, pp. xv+384. Price, \$7.50.

Linguists of every persuasion will welcome Methods in Structural Linguistics as a most impressive addition to a growing bookshelf of indispensable works in the field. Many will readily concur with the author, however, that it is "regrettably, not easy to read." (p. v) As implied in the title, emphasis is on the operations carried out by the linguist, rather than the theory behind them (p. 1). To this end, Dr. Harris sets up a schedule of sample procedures "designed to begin with the raw data of speech and end with a statement of grammatical structure." (p. 6) Herein lie the novelty and chief virtue of the book. The linguistic analyst who makes use of it is not only enabled to check and verify almost any method of investigation he may employ; he is at the same time compelled to check the parts against the whole, since any findings are obviously incomplete until the total structure is laid bare.

The Introduction (Chapter 1) and the Methodological Preliminaries (Ch. 2) set the groundwork for the procedures of analysis. The analytic technique thereafter described, presumably as rigorous as man can make it, follows the usual division into phonology and morphology: methods are first set up for determining the distinct phonologic elements—phonemes and phonemic distinctions—and for investigating their distributional relations to each other (Ch. 3–11); a similar process is then followed for the distinct morphologic elements (Ch. 12–19). A survey of the whole (Ch. 20) succinctly summarizes the results.

A work as important for linguistic science as this one could not possibly escape the most searching scrutiny. As might be expected, the reviewers, though universally laudatory, have been able to raise numerous criticisms. To cite but a few: Fred W. Householder notes Harris' inconsistency as apparently a member of the "God's truth" school of linguists—those who believe that language has a structure, which the analyst must describe clearly and economically—in some chapters, and his adherence, in others, to the "hocus-pocus" group, to whom the language corpus is a mass of incoherent, formless data which the linguist must somehow arrange and organize, and on which

he must "impose" some sort of structure, *International Journal of American Linguistics*, 18.260-68 (1952). Householder recognizes, of course, the utility of hocus-pocus tactics—wherever they are appropriate—even for the followers of God's truth.

Norman A. McQuown evinces great admiration for the book in general, but specifically charges Harris with what amounts to (unintentional) frivolity in his attitude toward his task; with narrowness as regards the restrictions both on the kinds of linguistic raw material to be analyzed, and on the criteria of analysis to be employed; and with incorrect emphasis on the various techniques of analysis suggested, Language, 28.495-504 (1952). In the same number of Language (504-09), Murray Fowler acutely observes that, in a book devoted to "methods," with more than half of it given over to morphemic analysis, it is impossible to utilize the methods described to isolate a single morpheme! Fowler's reason—and this is God's truth, if anything is cannot be stressed too strongly: "A group of phonemes in a phonemic environment can be called a morpheme in a morphemic environment only by the addition of function or of meaning." (p. 509)

The focal point of weakness, and this view seems to be supported by the foregoing criticisms, is in Dr. Harris' selection of distribution as the sole criterion of relevance for defining the distinct phonologic and morphologic elements. It is impossible to misconstrue the explicit statement: "The main research of descriptive linguistics, and the only relation which will be accepted as relevant in the present survey, is the distribution or arrangement within the flow of speech of some parts or features relatively to others." (5) This crude behaviorism is mitigated somewhat by the later concession that the elements derived from an investigation of the stream of speech must "be defined relatively to the other elements and to the interrelations among all of them." (7, my italics) The footnote reference on the same page to Edward Sapir, "Sound Patterns in Language," Ferdinand de Saussure, Cours de Linguistique Générale, and Nikolai Trubetzkoy, Grundzüge der Phonclogie, reveals all too clearly that Dr. Harris understands the same things I do by the italicized words. The question therefore remains whether Dr. Harris could not have strengthened his presentation considerably by integrating into his procedures methods based on the additional criterion of function within the structure (cf. André Martinet, "Function, Structure and Sound Change," Word, 8.1-32, 1952).

It could probably not be denied that, at least for phonology, the procedures listed by Dr. Harris might be utilized for an accurate, though two-dimensional, description of the structure of a given language; i.e. the distributional relations could present us with a phonemic picture on what may be called a flat surface. We all know, however, that language is ever changing, ever in flux. A static description is therefore a distortion of reality, like the frozen stillness of a photograph. A truly dynamic picture requires a third dimension, showing the phonemic "drift" necessarily present at any stage in the history of a language. This can be supplied only by the criterion of function, through which the structural pattern of a language is revealed as a magnetic field, wherein the component elements, subjected to internal and external pressures, act and re-act upon each other in

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continuous (though frequently imperceptible) movement. It is not necessary to deny or minimize the importance of behavior in contextual relationships within the flow of speech; but it does seem essential not to restrict "the main research of descriptive linguistics" to just this one aspect of language.

EUGENE DORFMAN

Columbia University

What Europe Thinks of America, edited and with an introduction by James Burnham. New York: The John Day Company. 222 pp. \$3.50.

It is salutary for a man to examine himself in a mirror, particularly in a three-panelled one; in this symposium Americans may find a multitude of reflections of themselves as a nation. All these views are necessarily subjective, but the authors are often very fair in their analysis and often uncomfortable in their perspicacity.

Mr. Burnham has brought together a wide variety of authors: two Frenchmen, one Belgian, an Englishman, two Italians, and surprisingly, three Poles. There are several serious omissions: Scandinavia, Spain and Germany are not represented, although the absence of the latter is explained by the editor. All the writers are men of influence in Europe: journalists, politicians, economists, psychologists, and all have travelled widely and observed well.

Politically the choice of authors has been restricted to those belonging "to the Center or the Right" according to Mr. Burnham, and all are friends of the United States. When they are brutally frank, then, it behooves us to read all the more carefully.

The authors often pass on to their American friends misconceptions of their countrymen that leave us with the challenge of correction. Thus Vittorio Zincone claims that 95% of Europeans judge America by the movies coming out of Hollywood. Rather frightening is the Italian game of the "American swindle," based on the legend that every European can strike it rich in this gold-paved land. When Yury Serech reports on the book on America by the Soviet Malyshko, he shows up its appalling lack of concrete observations. "Here is what Malyshko observed in America: there are Negro women who operate elevators; workers often wear cowboy shirts, American bread has no taste. . . . Whiskey as opposed to vodka is yellow; it is difficult for trees to grow on the granite soil of Manhattan. Without exaggeration, this is all." It is revealing that according to Serech, Russian poets writing about America criticize what they would criticize in Russia were they free: the industrialization that has divorced the people from the soil. The most perspicacious thought in this particular article is that nations misunderstand each other because of their varying systems of taboos. In general Serech writes almost exclusively from the Ukranian point of view, which may seem rather distant to most of us.

There is no trace of snobbery in these articles; America is taken seriously—and that is new. Our nation is regarded no longer as a child, but as a stalwart youth, a power to be reckoned with. More, it is recognized as the greatest physical power among the nations of the world, but these writers are unanimous in their impatience when they come to speak of our foreign policy. "When," they ask us, and behind then all the peoples of Europe, "when will you really assume the role that has fallen to you? Zincone reproaches us our lack of realism." The common denominator of all these attitudes is an underlying belief in America's political immaturity, in American failure to understand things as they really are. And the base of this lack of confidence is still the distinction between the just and the useful, between policies aimed at reaching a compromise among representatives of various legitimate interests, as the Europeans have always understood it, and policies based on abstract justice, as the American see it (or are supposed to see it).

The sorest point, ostensibly is America's attitude toward the colonies. The Belgian economist Sylvain Troeder comes to the conclusion that "American policy in Morocco has treated a state of confusion which has brought the United States the animosity of its traditional ally, France, without any compensating friendship from the Moroccan people. . . . It is obvious that the United States cannot yet have an established diplomatic tradition. The French, too, have their idealistic side, but they can draw on a long tradition and on their Cartesian principles which prompt them to pursue a logical plan well mapped out in advance. The British have something of the Americans' pragmatic turn of mind, but they also have experience and established tradition to fall back on. But the United States, having just attained world leadership, is often compelled to improvise. As in private business affairs, when things go wrong the United States abruptly shifts its line without too much regard for repercussions.

The most acrimonious—and the most constructive—criticism comes from the pen of the Englishman Julian Amery. After discussing the dollar and the non-dollar economies, American anti-colonianism, the question of aid versus the lowering of tariffs, he concludes: "These inconsistencies between policy and action have produced a serious crisis in the European sector of the free world. This crisis will not be resolved until the United States decides which course it means to take."

It all seems to add up to a calling attention to a lack of knowledge of European problems and of sympathetic understanding on the part of Americans. Yet the attitude of the authors is not negative, but rather a helpful and constructive one, fraught with hope that the United States will soon choose the right course of action as primus interpares. Thus the book becomes not merely a compilation of opinions, but a basis for a philosophy of cooperation across the Atlantic.

Some readers may find it difficult to trace their way through the maze of political and economic problems involved, but all will find chapters that are fascinating eye-openers. It is a must for all who have direct or indirect interests in Europe, and who of us today does not fall in that category.

SIEGWALT O. PALLESKE

University of Denver

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#### Miscellaneous

Andersson, Theodore—The Teaching of Foreign Languages in the Elementary School. Preliminary Edition. Boston: D.C. Heath and Company, 1953. pp. vi+119. \$1.25.

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- Grillparzer, Franz—Sappho. Trans. by Arthur Burkhard, Yarmouth Port, Massachusetts: The Register Press, Pp. 99. \$3.00.
- Growing in the Older Years. Edited by Wilma Donahue and

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